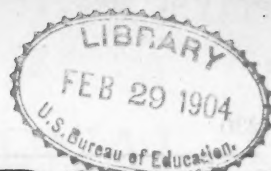


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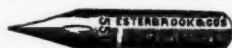
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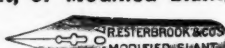
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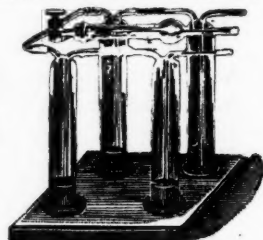
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

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For the Week Ending February 27

No. 9

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Back to Nature.

By PRIN. E. L. Kletzing, Rose Hill School, Chicago.

With spring, and a reviving nature just ahead of us, another illustration of a successful school garden may interest your readers. It was September, '97, when I first saw the cinder yard of the Rose Hill school. The name seemed singularly inappropriate to the inch or two of cinders that covered the entire yard.

The brick building stands back about thirty feet from the picket fence, and is entered on either side by a board walk leading from the street. In this space, between the building and the street, we designed our garden.

Before two months had passed we had the co-operation of the teachers and pupils, and with one wheelbarrow and four shovels, the cinders and sand to a depth of three feet were carted away. We then put in a layer of clay to hold the moisture and upon the clay about eighteen inches of black earth. From the blacksmith shop nearby we got our fertilizer, and by early spring of '98 we began to plant.

For immediate results we planted dahlias, gladioli, and cannas. Along the fence we had a row of sweet peas, and close to the building a row of roses. For permanent value we planted two syringas (which are now large bushes and scent the premises), peonies, snowballs, sweet williams, and wistaria.

I find that few Western people know the wistaria and when they first see the long, cone-shaped, fragrant blossoms they wonder what it is.

Every year we add a little to the permanent value of the stock. In the odd places we plant annuals, such as asters, marigolds, larkspur, mignonette, and sweet alyssum.

I often thought that "Sand Hill" would be more appropriate than Rose Hill as the entire region was a sand dune. But the desert has blossomed as the rose.

There is no question regarding the influence of flowers in building character and producing refinement.

The story of our little "alley girl" proves again the unseen power of nature. She came from a family lacking all qualities of refinement. Older sisters left school while in the fourth grade where they had been a terror to their teachers. A brother was a "bum" at fourteen. She early showed pugilistic traits and many a time has been pulled away from a clinch fight. She was particularly jealous of any girl with a pretty dress and deliberately spattered ink over the dress of the girl sitting in front of her. A protest came from the home of the ruined dress and seats were changed. Again she spattered ink over the pupil in front of her and again seats were changed. This continued until she was placed on a chair aside of the teacher's desk where she remained for some time.

Spring came, all the pupils were talking about seeds and bulbs and flowers. She saw in the lily and the rose a better nature than her own. She took the offered bulbs and returned in the fall with the story of her garden. To-day she is a fair pupil and will finish the grammar school with success.

Every year we distribute bulbs and seeds among the pupils for their home gardens. Each year in season we have a rose shower, when every pupil gets a nosegay. When the school supply is not sufficient, the home gardens supply the lack. Hundreds have been reached with an inspiration that nothing but nature can give.

This year we have over four bushels of bulbs and will gladly supply any Chicago school for their first planting.

During the summer vacation the janitor cares for the garden. Here also is a field for ethical culture. The majority of our city born janitors do not know an aster from a poppy, nor a dahlia from a syringa. This is a fact which experience has shown. We also learned, thru a number of changes, that every one took to the flower garden with delight. Our first janitor, who for years sat around thru the long summer days with nothing but his pipe and paper, soon lost himself in the care of the garden.

Many a time he expressed to me his changed feelings since among the flowers. And how his face brightened when he told me of the many bouquets which he handed over the fence to the passers-by! Later, when he was transferred to a neighboring school, he met a cinder yard larger than our own had been. In a few months we noticed seven flower beds springing up like oases in this cinder desert. If nature "speaks a various language" to an old gray-haired man and brightens his life, how much more she might speak to the child when the mind is open to all these inspiring, joy-giving influences.

The only discouraging feature about the nature problem is the indifference of school authorities toward the real in it. The many of us are content with printed pages about seeds and bulbs and theories of germination—forgetful that the dry page is "done to death" to the nature-loving child. Outlines and topics of man's invention can never be substituted for the book of nature.

The many of us are content with reference to nature and her poets—but too close contact with mother earth might soil our refinement. Educators are agreed that our school system does not meet the requirements of modern life, consequently the advent of the manual training, cooking, and sewing departments. The workshop and school factory are also in sight, and with these let us officially institute the school garden—the real kindergarten—for all grades.

A love for nature inculcated in the child will give him a character and a conduct which he now lacks. It will also help to solve the problem of crime caused by idleness. It will teach the poor how to gain material aid in food supplies from vacant lots. Such occupation for our boys will be a far better pastime than target shooting, which produces good bandits—Chicago bandits—but doubtful citizens.

Then, all hail to Mr. Bright and other leaders with their wider influence, in their endeavors to teach school boards and school supervisors that gardens in the school-yard are of greater value than brick pavements.

William Dean Howells has appeared as an opponent of corporal punishment. In an interesting essay in *Harper's Weekly* he favors sparing the child and spoiling the rod: Very often, he observes, children are well meaning in their ill doing. "It is a mistake of their imperfect reasoning, an error of their perspective, an ignorance of the relation between cause and effect, that is to blame, rather than their wills or passions."

"The sins of these come much later in life, as every reader who is honest must own, and so do the much darker sins of spiritual arrogance, of hard self-deceit, of the cruel hypocrisy which reeks the consciousness of its meanness in a severity toward any offender."

The Professional and Financial Side.

Conducted by William McAndrew, New York.

A Business Man on Rating Teachers.

The Editor has received the following in answer to the general invitation issued to all readers to take part in the discussion:

I have just read the article on the "Rating of Teachers" in THE SCHOOL JOURNAL of February 6, and I want to express my great gratification at the fair and able treatment of that subject. On the principle that any government is better than anarchy, rating of teachers and rating of employees is absolutely necessary. Where a system is small, or where business is small, that rating may be carried in one's mind in a sort of hazy, indefinite way, without having any mechanical aids or standards.

In the business world, managers in the same business differ very largely in their opinions relative to the capacity of employees. For instance, the manager of our business in New York has a very high opinion of one of our agents, while I have a very low opinion of him. On the other hand, I have a very high opinion of one of our agents and our New York manager thinks that he is very ordinary. Now in this case it may be that our standards are the same, but one of us being closer to the other sometimes loses perspective of an agent's efforts and at another time is unable properly to estimate little weaknesses in comparison with elements of great strength. Achilles himself was vulnerable in his heel, and that typifies the imperfection of human nature. It is a well settled axiom that whenever we find a man of great strength in any department or business, that he has some great weakness or weaknesses to counteract that. So it is with teachers. A man may be a most excellent principal, a most excellent superintendent, and yet be utterly wanting in a judicial faculty and therefore be unable to do justice to an employee whom he dislikes, or an employee who differs from him on some pet ideas of his. It is a notorious truth that some very ordinary lawyers make great judges, and some great lawyers make very poor judges.

In baseball, great players have universally failed when assigned to the difficult task of umpiring a game, because of their sympathies and prejudices and lack of training in looking at the efforts of others. So it seems to me that any system of rating should be rationalized in the final analysis by the judgment of a judicially minded man or body of men. It seems to me immaterial, largely, which system of rating is used, provided it is not so comprehensive and complex as to leave the observer in the end grasping with an infinite series of details. I have seen a teacher explain the process of division of fractions in so comprehensive a manner and so completely as utterly to befog the minds of the children to whom that explanation was given. I think a similar effect would be exerted upon the mind of a judge if some complex estimate of a teacher's capacity and ability was submitted to him.

In the business world, one of the first questions that a manager asks himself relative to an employee is, "Has that employee power?" Next, "Has he preparation and capacity?" If he has these technical skill may be readily acquired. If he hasn't, technical skill can never be acquired in the high sense of that term.

In giving an estimate of a teacher's qualifications to superintendents and principals, many most excellent and most capable teachers have been kept from getting the positions sought, because the man recommending them has, while giving their excellencies, their good qualities, mentioned some of their weaknesses. There are very few superintendents and principals of my acquaintance who will not hang mercilessly to the few weaknesses mentioned and fail utterly to take into consideration the

overbalancing excellencies of that teacher. Now under no system of rating devised by these men could they be just to a teacher; hence the weakness of any system of rating, and its certainty of breaking down when the future of a teacher depends absolutely upon such rating; and yet this rating is certainly a most valuable factor.

Then again, a most excellent teacher, a master in his or her work, may be lacking in personal power; may repel pupils; may force them out of school; may have no patience with the average pupil or the pupil who is weak in his studies. Another teacher may have ordinary teaching power, but strong personal qualities. She is continually uplifting her pupils; encouraging the weak, and holding her pupils in school thru her personality and her helpfulness, to such an extent that years are added to the school life of those who really need it. Now what is a manager going to do under such circumstances,—hold fast to the first teacher and let the second one go, or vice versa; or promote one and put back the other? Now the answer to this of course depends on conditions; but when we take into consideration those conditions again, what chance have we of solving the question if the man or body of men who have the final judgment are not possessed of a strong judicial sense?

I am moved to write you these desultory remarks because I am greatly interested in the subject, and my admiration for THE SCHOOL JOURNAL'S treatment of this difficult subject is high. "BOOKMAN."

Warm Material from East Aurora.

Here is Elbert Hubbard's latest on American education: "This country raises for our public schools two hundred million dollars a year; and the appropriations for war and war appliances in the year just past were over four hundred million dollars. Hobson's desired appropriation for a new navy would double the pay of every school teacher in America for ten years and place manual training equipment in every school-house from Cape Nome to Key West. Now suppose we quit talking about war and set ourselves to the problem of educating our boys and girls. Educate them to be useful—one session a day for books—the morning for study and the afternoon for hand work—what say you then?

Would there be danger in that, think you?

No overworked teachers and no yellow, frayed-ous scholars—and pay enough so as to secure the biggest and best men and women for teachers. Suppose we try that! We have the money—we can do it if we have the will."

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Chemical Calculations.

By JOHN Waddell, D.Sc., School of Mining, Kingston, Ontario.

It is curious what difficulty most students have with chemical calculations. The arithmetic that is made use of is of the simplest kind and yet it appears to give trouble. This arises largely from a lax use of chemical symbols and formulæ; Zn is used instead of the name zinc, H is used instead of the name hydrogen; and instead of the statement that the action of sulphuric acid on zinc is to give hydrogen and zinc sulphate, it is not uncommon to hear that H_2SO_4 on zinc yields hydrogen and $ZnSO_4$, or perhaps the whole operation is described with symbols thus— H_2SO_4 on Zn gives $ZnSO_4$ and H. The last statement is particularly misleading because if calculations are made on that basis a wrong result will be reached, since it is not the quantity of hydrogen represented by H that corresponds with the quantity of zinc represented by Zn, but the quantity represented by H_2 .

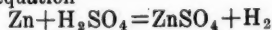
Let it be thoroly realized that the symbol represents a certain definite quantity of the element, and equations convey a definite quantitative meaning instead of being a vague representation of a quantitative reaction. With a definiteness attached to the symbols the equation $Zn + H_2SO_4 = ZnSO_4 + H_2$ must necessarily mean that sixty-five parts by weight of zinc (whether pounds or ounces, tons or kilograms) will yield two parts by weight of hydrogen (also pounds or ounces, tons or kilograms, exactly corresponding to the unit of weight employed for the zinc).

The usual unit of weight employed in the laboratory and in ordinary chemical calculations is none of the above but the gram, and so sixty-five grams of zinc give two grams of hydrogen. This being fixed it is the simplest exercise in proportion to calculate how much hydrogen can be obtained by the action of 100 grams of zinc on sulphuric acid, or how many grams of zinc would be necessary for the preparation of ten grams of hydrogen. The relative quantities also of the sulphuric acid required and of the zinc sulphate produced are easily calculated.

Even greater difficulty is experienced in the calculation of volumes than of weights. There is no simple relationship between volume and weight in the case of solids and liquids, and few students seem to realize that gases are different in this respect. In reality, however, the calculation of the volume of gases is an even more simple matter than the calculation of weight, provided the calculation is made at the standard temperature and pressure because whereas the *weights* represented by the symbols of different gases vary, the volumes are always the same; CO_2 stands for 44 grams of carbon dioxide, CO for 28 grams of carbon monoxide, NO for 30 grams of nitric oxide, NH_3 for 17 grams of ammonia, and HCl for 36.5 grams of hydrochloric acid; but these symbols stand in each case for the same volume of gas, which is approximately 22.3 litres at atmospheric pressure, and $0^\circ C$, CO_2 , CO, NO, NH_3 , HCl, H_2 , O_2 , N_2 , all represent the same volume, and this is one reason why we say that the molecular formulæ of hydrogen, oxygen, and nitrogen are H_2 , O_2 , N_2 , instead of H, O, and N.

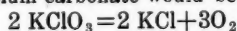
It is a good plan to indicate in some way when writing equations the substances in the gaseous condition, which can therefore have their *volumes* calculated.*

From the equation



it follows quite as directly that from the action of 65 grams of zinc upon sulphuric acid, the *volume* 22.3 litres of hydrogen is obtained, as that the *weight* is two grams.

The equation $CaCO_3 + 2HCl = CaCl_2 + CO_2$ shows that in order to obtain 22.3 litres of carbon dioxide, 100 grams of calcium carbonate would be required.



*This is done in "The Arithmetic of Chemistry" (The Macmillan Company) by writing the symbols of gases in *italics* as in the equation given above.

shows that 245 grams of potassium chlorate yield $3 \times 22.3 = 66.9$ litres of oxygen.

From these considerations it is quite evident that it is altogether unnecessary to calculate the *weight* of the gases in order to get at the volume; and if one were asked how many litres of carbon dioxide could be obtained from 80 grams of calcium carbonate it is quite unnecessary to calculate how many grams of carbon dioxide would be obtained.

Since 100 grams of carbonate yield 22.3 litres of carbon dioxide, 80 grams of carbonate will yield $22.3 \times \frac{80}{100} = 17.84$ litres.

This simple exercise, would, however, by nearly nine out of ten students even in the junior classes of our colleges be worked in the following roundabout way:

One hundred grams of carbonate give 44 grams of carbon dioxide, therefore 80 grams will give $44 \times \frac{80}{100} = 35.2$ grams. But 44 grams occupies 22.3 litres, therefore 35.2 grams will occupy $22.3 \times \frac{35.2}{44} = 17.84$ litres, the same result as obtained before. All calculations of the *volume* of gases can be made *directly* from the equation, and this method is much neater than the longer one.

Since many books on stoichiometry do not make very clear the relationship of volume of gases to weight, it is hoped that this short article may be of value.

Hints on Teaching Agriculture.*

Teach this subject just as you teach history. Assign a lesson and see that the pupil masters it. The facts are the main thing the pupil needs to know. The application will come later. Pupils get keenly interested in this subject, touching as it does their every-day life when it is presented in this unpretentious way.

A great deal of additional interest can be aroused by adding such simple experiments as the one given below. Bear in mind that these experiments take little or no time in preparation or presentation, and that they will prove an agreeable relaxation to tired teachers and tired pupils. The handling of natural objects sharpens the habits of observation, quickens the powers and opens up a world of delight to the child.

Have several pupils make simple seed germinators by putting an inch or two of soil into a chalk or cigar box.

Then require pupils to count and plant one hundred seeds in each box or germinator. See that several different kinds of seed are used. Keep the soil moist and warm until the seeds sprout.

As soon as the seed sprout, have the pupils count the number that sprout. Then let them, of course, subtract this number from the one hundred planted. The number obtained by the subtraction will show the number of vital or live seeds in each one hundred planted. This number is called the "percentage of germination."

This experiment is meant to teach pupils the method and importance of testing seeds bought from stores. Seeds bought in the market often contain many dead seeds, and hence, in addition to the money wasted on seeds that cannot grow, the farmer, after the trouble and expense of preparing his land, gets a poor "stand" and consequently, of course, a poor crop.

The following table gives the percentage of germination that should be obtained from some common plants. If the percentage falls below the figures given in the table the seeds are not as good as they should be:

PERCENTAGE OF GERMINATION.

Kinds of Seed.	Germination.
Alfalfa - - - - -	85-90 per cent.
Asparagus - - - - -	75-80 "
Beans - - - - -	90-95 "
Beet (Each ball has from 2 to 7 seeds)	100-150 "
Blue Grass, Canadian - - - - -	45-50 "
Blue Grass, Kentucky - - - - -	45-50 "
Buckwheat - - - - -	90-95 "
Cabbage - - - - -	90-95 "

*From a bulletin of State Supt. Joyner, of North Carolina.

<i>Kinds of Seed.</i>	<i>Germination.</i>	<i>Kinds of Seeds.</i>	<i>Germination.</i>
Carrot	80-85 per cent.	Onion	75-80 per cent.
Clover, crimson	80-85 "	Parsley	70-75 "
Clover, red	85-90 "	Peas	90-95 "
Clover, white	75-80 "	Pumpkin	85-90 "
Corn, field	90-95 "	Radish	90-95 "
Corn, sweet	85-90 "	Rye	90-95 "
Cucumber	85-90 "	Squash	85-90 "
Lettuce	85-90 "	Tomato	85-90 "
Melon, musk	85-90 "	Timothy	85-90 "
Melon, water	80-85 "	Turnip	90-95 "
Oats,	90-95 "	Tobacco	75-80 "
Okra	80-85 "	Wheat	90-95 "

A Typical Primary School in Calcutta.*

In the quietest and most beautiful part of Calcutta is located one of the oldest European schools in India. To be exact it is 176 years old and at present is a typical primary school. Its name is the Calcutta Free school. Its origin was due to the piety of a few members of the Church of England, who, in the year 1727 founded a charity at Kaispua, Bengal, for the education and maintenance of twenty poor children of European descent. After more than sixty years of useful work at that place and in old Calcutta fort, it was removed to its present position in Juan Bazar. Here buildings were erected to accommodate the pupils. The school grew, under the patronage of the English bishops, until it extended its benefits to 350 children. In 1881 the school was placed under government inspection. In 1885 it was enlarged by the erection of a new girls' school so as to receive 520 boarders and 130 day pupils.

At present there are 250 boarders enrolled at the school and no day pupils. There are a kindergarten department and a primary department, which covers grades 1, 2, 3, and 4. At the close of the fourth grade work a primary government examination must be passed before pupils may enter the middle school which includes grades 5, 6, and 7. At the end of the seventh grade work a middle school government examination must be taken before entrance to the high school is permitted.

The Calcutta Free school does not have a high school department, but those pupils who pass the middle school examination and show aptness to teach are encouraged to remain in the school and are trained as "pupil teachers," also taking a special high school course in connection with their duties in the school.

The discipline is of a military character. One hears no noise of this machinery, but the stolid tho polite expression of indifference tells of the firmness of "rule" in the place.

The kindergarten and the first grade have separate rooms and do very good work, altho they are behind the modern methods of America. There is no morning circle nor corresponding morning talk in the kindergarten. According to the English idea these are thought to be useless adjuncts and time wasted.

The main hall of the school is furnished with double seats grouped according to grades. Here the din is uproarious at times, for all grades above the first are assembled together in the large, undivided, echoing hall.

The dormitory is a bare, high-ceiled, airy room in the second story. To this the girls repair with martial tread and on signal stand at the head of the bed, then on signal they turn, and on signal they recline to rest. The crows fly at will in and out of this great open dormitory, which contains only "almirahs" or clothes closets in addition to the beds. The baths are arranged finely. There are cement floors and cement tanks where the two divisions of smaller girls bathe under the watchful care

*THE SCHOOL JOURNAL is indebted to Miss Pyne, of Vinton, Iowa, a teacher in the Calcutta Girls' high school, for this interesting description.

of the matrons who prevent play or fights. There are thirty-two private bathrooms for the larger girls.

The dining hall is an open verandah, with wire to keep out birds, insects, dust, and rain. There are long tables covered with white oilcloth, upon which, at each place, are plates and cups of white granite ware, together with knives, forks, and spoons. Long wooden benches form the seating accommodations of the hall. The teachers have a separate apartment.

This school corresponds to our American schools in its divisions into grades and the branches taught. Yet it is a typical Indian school, for the typical school of Calcutta is the boarding school, which is not the ideal school.

Besides the boarding schools there are also the English day schools for Eurasian and European children; the Vernacular and Anglo-Vernacular schools for the Bengali, Hindoos, Armenians, Hebrews, and Chinese. The educational officials are all members of the civil service staff. They are the Hon. Mr. Orange, inspector general of schools for all India; the Hon. Mr. Peddler, director of public instruction for Bengal, and the Hon. Mr. Bamford, inspector of European schools for Bengal. Last but not least is a "civil surgeon," who inspects and reports upon the sanitary conditions of the government-aided schools in Bengal. Any school failing to meet the requirements of the government's code in any particular may lose its government grant. The grant is given in the form of a maintenance or building fund, as the government realizes the serious need of good schools, with an efficient force of competent teachers, and desires to promote by "reasonable aid" the efforts to attain these results in the country.

Proper kindergartens and trained teachers are now being made a government requirement. At present the code requires the infant schools to have reading, writing, transcription and dictation, spelling, arithmetic, poetry, "object lessons," and needlework. Grade I. has the same requirements with the addition of English and geography, only more advanced work in each branch. Grade IV. has all the studies required in the lower grades, but besides English, Latin, or French must be studied. The above covers the outline of work done in all primary schools and the government schools. In the middle school, Grade V., geometry and algebra are begun, besides other heavy studies. The strain on the pupils and teachers is severe, for the hours are long and trying in the enervating climate. School begins at 10 A.M. and continues until 4 P.M., right thru the heat of the tropical day.

The teachers of India are good in drill work. They are faithful and hard working, but they do not as yet train the children to think for themselves, nor to do independent work. There are no institutes nor normal schools, and only one training school, which was recently opened and is as yet inefficiently manned. So, as a rule, teachers go into the work untrained and unskilled, with the only ideal, "to do as they were taught."

There is an annual educational association which is the only professional gathering in all India.

Education of the American Indian.*

By ESTELLE REEL, Superintendent of Indian Schools.

In the early days attempts to educate the Indian were usually made in connection with, or as a part of the efforts, to convert him to Christianity. The missionaries were the first educators. To assist in this work various small appropriations were made as far back as 1775, and even before the Revolution, about the year 1692, two Indian youths were maintained at the public expense at the college of William and Mary in Virginia. One of the first treaties made with the Indians after the Revolution provided that the United States should employ one or two persons to keep in repair certain mills which were to be built for the Indians and instruct some young men of the Three Nations in the arts of the miller and sawyer. After that, from time to time, various appropriations were made, but it was not until 1876 that a continuous and regular system of appropriating for the Indian school service was inaugurated. In that year Congress appropriated \$20,000 for this purpose. These appropriations, which have been continued each year, have steadily increased, until now the appropriation is about three and a half million dollars.

The enrollment of pupils last year was nearly 29,000. The number of employees in Indian school work has increased since 1877 from 221 to almost 3,000. The number of schools has steadily increased, and larger and better buildings, enlarged facilities, and more modern equipment are being provided.

The growth of Indian education and its achievements should not be judged by the same standards which would be used in estimating the success or failure of a system of education adapted to the children in civilization. Frequently the home training of the white child has made easy its instruction to a point to reach which may require years of patient effort on the part of the teacher of the young Indian. The co-operation of the parents is no small element in the success of elementary instructors. This co-operation has, heretofore, been lacking in Indian schools. That its influence is partly shown now is due to the fact that one or both of the parents of many of the young Indian children entering school to-day have themselves had the benefits of the training of the schools. In most cases, however, in attempting to educate Indian children much time and patience must be expended in creating a desire to learn, and in arousing sufficient interest on the part of the pupil to induce him to wish to learn or even be willing to learn.

I am glad to be able to state that better methods of teaching are prevailing thruout the schools. The teachers are beginning to study the Indian and to apply the results of their study. They are beginning to see that methods of teaching used in the public schools must be modified and adapted to meet the needs of the children of a child race, who must first be taught to understand our language.

The Indian teacher must deal with conditions similar to those which confront the teacher of the blind or the deaf. She must exercise infinite patience in all her teaching, which at first must be done objectively. She must present objects that are familiar to the children, giving them the English names, and constant repetition is necessary; then lead them gradually to representations of their surroundings and things they are well acquainted with in their neighborhood, and, as generally the child upon entering school finds many strange things—strange surroundings, strange faces, and a strange language—fear and suspicion take hold of him, and much time and patience on the part of the teacher are required to get him to feel at home and talk freely. His starting point will be one word of English; for instance, the Sioux boy usually knows the sky above him as "mah-pi-yah" and the stars as "wi-can-hpi," and when he has learned the English words "sky" and "stars" he can go on to others.

Again, he can exchange his Sioux word "po-stan" for our English word "hat," and the teacher can then reach out to other objects and ideas familiar to him. His English vocabulary will reveal his surroundings to him. Give him only at first such words as he will have everyday use for. After he has learned to speak a word the written form can follow. The teacher must remember that it is only by constant repetition and ceaseless grinding away that the child acquires a working knowledge of English.

Moreover, in order to teach the Indian child anything it is necessary to have him leave his home and attend school. This has frequently been a difficult task. Parental love is one of the strongest attributes of the Indian character. The Indians dislike to part with their children, even for the portion of the day required for their attendance at day schools, and frequently bitterly oppose their being placed in boarding and training schools. This feeling is gradually wearing off, largely thru the influence of returned students, many of whom are not only willing, but anxious that their children should have the same advantages which they received.

There has been a gratifying increase in average attendance. The capacity of schools already established is greatly increased. The equipment of the larger training and agricultural schools has been greatly improved, and there has been no relaxation of efforts to give the Indian students as complete an equipment as possible—industrial and literary.

The progress made by the Indian during the past ten or twelve years has been greater than during any similar period. He has not only advanced generally in civilization, but a large number of Indians have acquired a working knowledge of various arts and industries suited to their capacity and environment, which is enabling them in a gradually increasing measure to provide for their own maintenance and that of their families.

The beneficial results of educational work among the Indians are apparent in the general improvement of their condition, mental, moral, and physical. This improvement has been specially noticeable during the past decade.

Twenty-five per cent. more Indians are self-supporting now than ten years ago; more than twice as many speak enough English for ordinary purposes; comparatively few are receiving rations, and these are largely the aged, sick, and infirm. Many more Indians are tilling their land, and a much greater percentage are living industrial lives than formerly. There are no tribes wholly idle, and, in addition to farming, large numbers of Indians have found employment in the various occupations requiring manual skill or physical strength. They are engaged in lumbering, mining, working on railroads and steamboats, digging irrigating ditches, etc., and those who have received the industrial training of the Indian schools make good carpenters, blacksmiths, painters, wheelwrights, shoemakers, etc. There has been great improvement in the manner of dress. A great many more Indians wear citizen's clothes than did in 1890, and at a number of the agencies practically all the Indians are so clothed. It is gratifying to know that the time is not far distant when a majority of the Indians will be self-supporting and self-respecting citizens.

India is a startlingly illiterate country. Out of a total of 140,496,135 women only 543,495 are able to read and write, and only 197,662 are under instruction. The total number of illiterates, recorded is 246,546,176, leaving 47,814,180 of both sexes unaccounted for, but of these only 12,097,530 are returned as able to read and write. Only 3,195,220 are under instruction.

Is it any wonder that India is the home of more mystical and fantastic theories than any other country in the world; and that the greatest misery is the world, much of it preventable, exists there?

*From Miss Reel's Report to the Government.

Manual Training Schedule. IX.

By Dr. James P. Haney, Director of Manual Training, New York City.

Grade 4A.

Girls.

Total time per week 120 minutes, to be divided into two periods, for lessons on object drawing and applied design. For constructed forms use oak tag, bogus or cartridge paper, gingham, denim, book linen, or other available material.

Object Drawing.—Aim to secure in drawings of good size and placing, the representation of the foreshortened circle, triangle and square, as these appear in objects seen at different levels below the eye (circle also above eye).

Require careful study of proportions of each solid, especially the comparative proportions of top and front face. Direction of lines should be tested by pencil holding. Use individual models wherever possible.

In plant form and other object drawings, seek quality of line to express texture. Use of accented line should be taught.

Design.—Aim to develop appreciation of beauty in form and line in the original modification of geometric units designed as decorations for constructed and other forms. Emphasize simplicity.

Color.—Aim to secure harmonious combinations of tones of the same color, or of standard or intermediate colors, with a neutral. Avoid combinations of brilliant colors.

1. Draw and cut pattern for letter holder, note-book cover, or copy book cover.
2. Complete form.
3. Draw and cut units for free spotting.
4. Free spotting; make decorative arrangement for constructed form.
5. Trace decorative arrangement.
6. Practice painting flat washes of grayed colors, illustrated on color chart.
7. Paint design. Dominant or contrasted harmony.

In plant form and other object drawings, seek quality of line to express texture. Use of accented line should be taught.

Design.—Aim to develop appreciation of beauty in form and line in the original modification of geometric units designed as decorations for constructed and other forms. Emphasize simplicity.

Color.—Aim to secure harmonious combinations of tones of the same color, or of standard or intermediate colors with a neutral. Avoid combinations of brilliant colors.

1. Draw appearance of top of cylinder at different levels, below eye, or picture study; "Arabs"—Schreyer.
2. Ruler and compass practice.
3. Draw cylinder or cylindrical object below eye.
4. Make useful form, as copy book cover, note book cover, envelope or booklet.
5. Draw cylindrical object, as flower pot or wooden measure, below eye.
6. Draw and cut units for free spotting.
7. Draw cylindrical object, as pail or lantern, above eye.
8. Decorative arrangement; free spotting for design for constructed form.
9. Draw vegetable form, or review pail or lantern, above eye, or picture study; "James, Duke of Richmond"—Van Dyke.
10. Trace decorative arrangement on constructed form.
11. Draw appearance of top of cube or square prism, horizontal and facing, at different levels below eye.
12. Practice painting flat washes of grayed colors illustrated on color chart. Practice also painting units for design.
13. Paint decorative arrangement. Dominant or contrasted harmony.
14. Cube or square prism, horizontal and facing, below eye.

15. Original modifications of geometric unit, for design for handkerchief case, pencil case or pin cushion cover, or draw and cut pattern for picture frame or work box.

16. Draw vegetable form or picture study: "At the Watering Trough"—Bouveret.

17. Continue with unit for design for handkerchief case, etc., or modify geometric unit for work box.

18. Draw triangular prism, edge front, below eye.

19. Trace design on cloth, or make original modifications of geometric unit for picture frame, or complete unit for work box and trace.

20. Draw appearance of top of square prism, edge front, at different levels, below eye.

21. Practice painting for design on cloth, or trace design on picture frame, or practice painting for work box design.

22. Paint design on cloth or on work box. Dominant harmony, or practice painting for picture frame.

23. Draw square prism, edge front, below eye.

24. Draw and cut pattern for portfolio, or picture frame, or complete work box, or paint design on picture frame.

25. Complete form commenced 24th lesson, or original modifications of geometric unit for design for pin ball or needle book.

26. Draw cube, edge front, below eye.

27. Original modifications of geometric unit for form completed 28th lesson, or continue design for pin ball or needle book.

28. Draw cube or square prism, edge front, below eye, or picture study: "The Young Handel"—Dicksie.

29. Complete unit for form finished 25th lesson and trace design, or trace design on pin ball or needle book.

30. Draw large leaf, or paint simple spray in water-color.

31. Paint designs, contrasted or dominant harmony.

32. Draw large leaf, or paint simple spray or flower in water-color.

33. Draw large leaf or simple spray, or paint spray or flower in water color.

34. Draw large leaf or simple spray, or paint spray or flower, or picture study: "Madame Le Brun and Daughter"—Le Brun.

The illustrations for lessons given above were in last week's JOURNAL.

Grade 5A.

Boys.

Total time per week, 180 minutes, to be divided into three periods, one for object drawing and two for construction and applied design.

Object Drawing.

(One lesson each week.)

Aim to secure in drawings of good size and placing the representation of the foreshortened circle and square as these appear in objects seen at different levels below the eye (circle also above the eye).

Require careful study of relative size and position of objects in simple groups. Tests of direction should be made by pencil holding. Use individual models wherever possible.

In plant form and other object drawing seek quality of line to express texture. Use of accented line should be taught.

1. Cylinder below eye, or picture study: "Dignity and Impudence"—Landseer.

2. Cylindrical object, below eye, as wooden measure or pail.

3. Cylindrical object, above eye, as tin pail.

4. Cylindrical object, above eye, as tin pail or lantern.

5. Draw vegetable form, or picture study: "Song of the Lark"—Breton.

6. Sketch group, cylinder, and sphere. Note size and placing. General proportions; relative proportions and position of objects. Sketch whole group lightly.

7. Complete drawing of group. Group placed in position and studied. Errors in proportion and appearance corrected. Complete drawing—attention to rendering.

8. Sketch group, square prism, edge front, and hemisphere or small water cup. Proceed as in lesson 6.

9. Complete drawing of group. Proceed as in lesson 7.

10. Draw vegetable form or picture study: "Washington Crossing the Delaware"—Leutze.

11. Sketch group, jar, and hemispherical fruit. Note size and placing. General proportions; relative proportions and position of objects. Sketch whole group lightly.

12. Complete drawing of group. Group placed in position and studied. Errors in proportion and appearance corrected. Complete group—attention to rendering.

13. Draw group, bottle or bowl and vegetable, or picture study: "Return to the Farm"—Troyon.

14. Practice blocking in large leaf, or paint vegetable with leaves, in water color.

15. Blocking in large leaf, or paint vegetable or spray in water color.

16. Blocking in and drawing large leaf or paint spray or flower in water color, or picture study: "Queen Louise and Her Sons"—Steffeck.

Construction and Applied Design.

(Two lessons each week.)

Construction.—In making forms rising from the child's needs and interests aim to secure dexterity in handling and accuracy in measurement. Knowledge of the reasons for the operations taught should be developed, that the child may be prepared to make use of his acquired skill in the construction of original forms.

It is recommended that the pupils be encouraged to make at home original forms, showing modifications of the forms made in the class-room, or new models, suggested by other lessons or by home interests.

For constructive work use oak tag, bogus or cartridge paper, gingham, strawboard, or other available material.

Design.—Aim to develop appreciation of beauty of form and line, in making original units designed as decorations for constructed and other forms. Emphasize simplicity.

Color.—Aim to secure harmonious combinations of tones of the same color, or of standard or intermediate colors with a neutral. Avoid combinations of brilliant colors.

1, 2, 3. Class Models.—Folding picture—frame, pocket-book, pencil case or portfolio.

8. Draw and cut unit for free spotting.

9. Decorative arrangement: free spotting, for design for constructed form.

10. Trace decorative arrangement on constructed form.

11. Practice painting flat washes of grayed colors, illustrated on color chart. Practice also painting units for design.

12. Paint design on constructed form. Dominant harmony.

13, 14, 15. Class Model.—Cash-box, spool box, pencil box, glove box, necktie box.

16, 17. Draw pattern for original form of box.

18. Original design.—Interlacing squares or oblongs to form tile pattern for decoration of box top.

19. Complete the design.

20. Trace tile design on constructed form.

21. Practice painting tile design in grayed colors.

22. Paint tile design. Dominant harmony.

23. Complete box.

24, 25, 26. Class model.—Match box, flower-pot holder, or work-basket; or fold and sew together leaves for book.

27, 28.—Draw original pattern for form completed 26th lesson, or complete book.

29. Draw good example of Greek lily from copy.

30. Original modifications of lily form, for design for original constructed form or for book.

31. Complete unit for design.

32. Trace design on original constructed form.

33. Paint design on constructed form.

34. Complete form.

Poems to be Memorized.

The New York City List. III.

All who are interested in school work have awaited with eagerness the publication of the new course of study for New York city. Nor has there been reason for disappointment; in suggestiveness and in practical working value, it is all that could be asked by the most progressive teacher.

The course suggests that in each of the eight elementary grades, more or less good poetry be memorized. The poems from which the selections for Grade 2B and part of 3A are to be made, are given below. At least four lines should be memorized each week. The list of poems for succeeding grades will appear in later numbers. The list as published here, was collected by Miss J. A. Clark, of Public School No. 4, Manhattan, and it was loaned to THE SCHOOL JOURNAL thru the courtesy of Miss Lizzie E. Rector, principal of the primary department.

Grade 2B.

Don't Kill the Birds.

Don't kill the birds, the pretty birds
That sing about your door,
Soon as the joyous spring has come,
And chilling storms are o'er.

The little birds, how sweet they sing!
Oh! let them joyous live;
And never seek to take the life
That you can never give.

Don't kill the birds, the pretty birds,
That play among the trees;
'Twould make the earth a cheerless place,
Should we dispense with these.

The little birds, how fond they play!
Do not disturb their sport;

But let them warble forth their songs,
Till winter cuts them short.

Don't kill the birds, the happy birds,
That bless the fields and grove;

So innocent to look upon,
They claim our warmest love.
The happy birds, the tuneful birds,
How pleasant 'tis to see!
No spot can be a cheerless place,
Where'er their presence be.

—COLESWORTHY.

Ariel's Song.

Where the bee sucks, there suck I;
In a cowslip's bell I lie;
There I couch when owls do cry;
In the bat's back I do fly,
After summer merrily.
Merrily, merrily, shall I live now,
Under the blossom that hangs on the bough.

—SHAKESPEARE.

My Shadow.

I have a little shadow that goes in and out with me,
And what can be the use of him is more than I can see.
He is very, very, like me, from the heels up to the head,
And I see him jump before me, when I jump into bed.

The funniest thing about him is the way he likes to grow;
Not at all like proper children, which is always very slow,
For he sometimes shoots up taller, like an India rubber
ball,

And he sometimes gets so little, that there's none of him
at all!

He hasn't got a notion of how children ought to play,
And can only make a fool of me, in every sort of way;
He stays so close beside me, he's a coward, you can see,
I'd think shame to stick to nurse as that shadow sticks
to me.

One morning very early, before the sun was up,
I rose and found the shining dew on every buttercup;
But my lazy little shadow, like an arrant sleepy-head,
Had staid at home beside me, and was fast asleep in bed.

—STEVENSON.

Dutch Lullaby.

Wynken, Blynken, and Nod one night
Sailed off in a wooden shoe,—
Sailed on a river of misty light
Into a sea of dew.

"Where are you going and what do you wish?"
The old moon asked the three.

"We have come to fish for the herring-fish
That live in this beautiful sea;
Nets of silver and gold have we,"

Said Wynken,
Blynken,
And Nod.

The old moon laughed and sung a song,
As they rocked in the wooden shoe;
And the wind that sped them all night long,
Ruffled the waves of dew;

The little stars were the herring-fish
That lived in the beautiful sea.

"Now cast your nets wherever you wish,
But never afraid are we!"

So cried the stars to the fishermen three,—
Wynken,
Blynken,
And Nod.

All night long their nets they threw
For the fish in the twinkling foam,
Then down from the sky came the wooden shoe,
Bringing the fishermen home;

'Twas all so pretty a sail, it seemed
As if it could not be;

And some folk thought 'twas a dream they dreamed,
Of sailing that beautiful sea;

But I shall name you the fishermen three,
Wynken,
Blynken,
And Nod.

Wynken and Blynken are two little eyes,
And Nod is a little head,
And the wooden shoe that sailed the skies
Is a wee one's trundle-bed;

So shut your eyes while mother sings
Of wonderful sights that be,

And you shall see the beautiful things
As you rock on the misty sea,

Where the old shoe rocked the fishermen three,—
Wynken,
Blynken,
And Nod.

—FIELD.

Windy Nights.

Whenever the moon and stars are out,
Whenever the wind is high,

All night long in the dark and wet,
A man goes riding by.

Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,

And the ships are tossing at sea,
By on the highway low and loud,
By at the gallop he goes and then
By he comes back at the gallop again.

—STEVENSON.

Lady Moon.

Lady Moon, Lady Moon, where are you going?
Over the sea.

Lady Moon, Lady Moon, whom are you loving?
All that love me.

Are you not tired with rolling and never
Resting to sleep?

Why look so pale and so sad, as forever
Wishing to weep?

Ask me not this, little child, if you love me;
You are too bold.

I must obey my dear Father above me,
And do as I am told.

Lady Moon, Lady Moon, where are you roving?
Over the sea.

Lady Moon, Lady Moon, whom are you loving?
All that love me.

—HOUGHTON.

Stop, Stop, Pretty Water.

"Stop, stop, pretty water!"
Said Mary, one day,
To a frolicsome brook,
That was running away.

"You run on so fast!
I wish you would stay;
My boat and my flowers
You will carry away.

"But I will run after;
Mother says that I may;
For I would know where
You are running away."

So Mary ran on;
But I have heard say,
That she never could find,
Where the brook ran away.

—FOLLEN.

The Land of Story Books.

At evening, when the lamp is lit,
Around the fire my parents sit.
They sit at home, and talk and sing,
And do not play at anything.

Now, with my little gun, I crawl,
All in the dark along the wall,
And follow round the forest track
Away behind the sofa back.

There, in the night, where none can spy,
All in my hunter's camp I lie,
And play at books that I have read,
Till it is time to go to bed.

These are the hills, these are the woods,
These are my starry solitudes,
And there the river, by whose brink,
The roaring lions come to drink.

I see the others far away,
As if in firelit camp they lay,
And I, like to an Indian scout,
Around their party prowled about.

So, when my nurse comes in for me,
Home I return across the sea,
And go to bed with backward looks
At my dear land of story books.

—STEVENSON.

Thanksgiving Day.

Over the river and thru the wood,
To grandfather's house we'll go;
The horse knows the way
To carry the sleigh
Thru the white and drifted snow.

Over the river and thru the wood—
Oh, how the wind doth blow!
It stings the toes,
And bites the nose,
As over the ground we go.

Over the river and thru the wood,
To have a first-rate play,
Hear the bells ring,
"Ting-a-ling-ling!"
Hurrah for Thanksgiving day!

Over the river and thru the wood,
Trot fast, my dapple gray!
Spring over the ground
Like a hunting hound!
For this is Thanksgiving day.

Over the river and thru the wood,
And straight thru the barnyard gate;
We seem to go,
Extremely slow;
It is so hard to wait!

Over the river and thru the wood,
Now grandmother's cap I spy!
Hurrah for the fun!
Is the pudding done?
Hurrah for the pumpkin pie!

—CHILD.

Grade 3A.

I Live for Those Who Love Me.

I live for those who love me,
Whose hearts are kind and true;
For the heaven that smiles above me,
And awaits my spirit, too.
For all human ties that bind me,
For the task by God assigned me,
For the bright hopes left behind me,
And the good that I can do.

I live to learn their story
Who've suffered for my sake;
To emulate their glory,
And follow in their wake.
Bards, patriots, martyrs, sages,
The noble of all ages,
Whose deeds crown history's pages,
And time's great volume make.

—Anon.

The Brown Thrush.

There's a merry brown thrush singing
up in a tree,
He's singing to you, he's singing to me,
And what does he say, little girl, little
boy?

"Oh, the world's running over with joy!
Don't you hear? Don't you see?
Hush! Look in my tree,
I'm as happy as happy can be."

And the brown thrush kept singing,
"A nest, do you see,
And five eggs hid by me in a juniper
tree?"

Don't meddle! Don't touch! little girl,
little boy,
Or the world will lose some of its joy!
Now I'm glad, now I'm free!
And I always shall be,
If you never bring sorrow to me."

So the merry brown thrush sings away
in the tree,
To you and to me, to you and to me;
And he sings all the day, little girl,
little boy,

"Oh, the world's running over with joy;
But long it won't be,
Don't you know? don't you see?
Unless we are as good as can be?"

—Larcom.

The Tree.

The Tree's early leaf-buds were burst-
ing their brown;
"Shall I take them away?" said the
Frost, sweeping down.

"No, leave them alone till the blos-
soms have grown,"
Prayed the Tree, while he trembled
from rootlet to crown.

The Tree bore his blossoms, and all
the birds sung:

"Shall I take them away?" said the
Wind as he swung,
"No, leave them alone till the berries
have grown,"

Said the tree, while his leaflets quiver-
ing hung.

The Tree bore his fruit in the mid-
summer glow;

Said the girl, "May I gather thy
berries now?"

"Yes, all thou can'st see; take them;
All are for thee,"

Said the Tree, while he bent down his
laden boughs low

—Bjornsen.

Wishing.

Ring-ting! I wish I were a Primrose,
A bright yellow primrose, blowing in
the Spring!

And stooping bows above,
And wandering bee to love me,
And fern and moss to creep across,
And the elm tree for our king.

Nay—stay! I wish I were an Elm-
tree,

A great, lofty elm-tree, with green
leaves gay!

The winds would set them dancing,
The sun and moonshine glance in,

The birds would house among the
boughs,
And sweetly sing.

O—no! I wish I were a robin,
A Robin or a little wren, everywhere
to go;

Thru forest, field, or garden,
And ask no leave or pardon,
Till winter comes with icy thumbs
To ruffle up our wing.

Well—tell! Where shall I fly to,
Where go to sleep in the dark wood
or dell?

Before a day was over,
Home comes the rover,
For mother's kiss—sweeter this
Than any other thing.

The Violet.

Down in a green and shady bed
A modest violet grew;
Its stalk was bent, it hung its head,
As if to hide from view.

And yet it was a lovely flower,
Its colors bright and fair!
It might have graced a rosy bower,
Instead of hiding there.

Yet there it was, content to bloom,
In modest tints arrayed;
And there diffused its sweet perfume,
Within the silent shade.

Then let me to the valley go,
This pretty flower to see,
That I may also learn to grow
In sweet humility. —TAYLOR.



Dolls of Ancient times.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING FEBRUARY 27, 1904.

The educational unification bill for New York state has passed both houses of the legislature, and is now before Governor Odell, whose signature is alone lacking to make it a law. As the governor sent a special message to the legislature urging the passage of the bill, and as it is distinctly a message of his political party, there is little doubt that it will become a law. Thus the fight for educational unification which has been so vigorous in the past is brought to some sort of a conclusion.

Dr. Charles H. Thurber, widely and favorably known in the educational world as a school man of trained and keen pedagogic judgment, has become a member of the publishing firm of Ginn & Company, with which he has been connected for several years as editor. Dr. Thurber had won for himself a reputation as an educator of unusual breadth of ideas before he entered upon his present work. He studied abroad, but obtained his degree of Ph.D. from Clark university. He has served as instructor in Cornell university and professor at Colgate, dean of the Morgan Park academy, and professor in Chicago university. Since he has been in his present position his advice has been asked on many matters of importance to the house. Both Dr. Thurber and the great and successful firm of which he has become a part, are to be congratulated.

Dr. Boris Bogen, under whose guidance the Hirsch Agricultural school, at Woodbine, N. J., has been fully organized and developed into a most useful institution for the training of Jewish immigrants in productive pursuits, especially agriculture, has been invited by the public spirited Hebrew citizens of Cincinnati to take charge of much needed settlement work in that city. THE SCHOOL JOURNAL will speak more fully concerning his labors in a later number.

School Gardens—A Washington Plan

The United States department of agriculture is fostering an enterprise in the way of school gardening which is worth careful watching. It has already served to arouse the enthusiasm of many young people for this work and to supply them with valuable information and rules of guidance. The work was started in connection with the department of botany in the Franklin Normal school, at Washington, D. C. At the solicitation of Miss Susah Sipe, who had charge of the botanical work of the school, Mr. L. C. Corbett, horticulturist of the department of agriculture, gave a course of lectures at the school.

The work was later transferred to one of the green-houses of the department, where facilities for growing plants from cuttings and from seed were provided. The normal students participated in this work and later took charge of squads of youngsters from one of the graded schools near by, who were assigned small plats upon the department grounds, where they grew individual school gardens. The gardens were about five feet wide and fifteen feet long, and the students grew in them a collection of vegetables and annual flowering plants. Twenty-seven gardens were maintained last year.

It is proposed to extend the work somewhat during the coming season, probably not increasing the number of gardens but increasing the extent of each. Miss Sipe has been very enthusiastic and very persistent in stimulating a live interest in the work among her students and they have been very successful in carrying on the

school garden work with the children of the neighborhood. The gardens upon the grounds certainly made a creditable showing, and some of the children succeeded in getting large yields from the plants which they grew, beans and tomatoes probably being the best crops.

During the last year several thousand packages of flower and vegetable seed were distributed to the schools in several states of the Union and some very gratifying reports have been received from the teachers, showing that there is widespread interest in the movement, and that it is one which, when intelligently carried out, gives very gratifying results.

During the present year we have improved the work of the department by making a special collection of vegetable and flower seeds for school garden purposes. The vegetable collection consists of vegetables which have a low, compact growth, and which occupy a comparatively short season, with the exception of carrots and tomatoes. The flowering plants which have been chosen have a like habit of growth. This has been decided upon because of the limited area which is usually available for school gardens. The work at the department has led those in charge to believe that the individual school garden idea is much to be preferred to the community idea. The individual garden stimulates a rivalry among the various children to see which one can produce the best results from his garden. Then, too, each has the advantage of carrying on every operation connected with the preparation of the soil, planting of the seed, and the cultivating of the crops grown.

This is a line of endeavor which is proving a valuable adjunct to school work. Field excursions may be the ideal system for nature study instruction, but the school garden makes it possible for the child to come in actual contact with all phases of plant life, without taking long excursions into the field and only getting a touch here and there from nature. The planting of the seed and the caring for the plant gives a connected and logical sequence to the story of plant life which can be gained in hardly any other way.

Legal Pressure on Pupils.

A new law has been in operation since Oct. 1, 1903, in New York state, which brings decided pressure to bear on school children. A child, fourteen years old, who wishes to work, must (1) prove by the signature of the school principal that he has attended school regularly; (2) that he has the scholarship a child twelve years old should possess. In New York city, during October, November, and December, 4,361 children applied for certificates; 2,922 were allowed them. It appeared that there were 7,000 children fourteen years old who had not attained the scholarship a twelve-year-old pupil should possess. Of course, none of these would be allowed a certificate.

This brought pressure to bear on these 2,000 pupils to be more regular, studious, and obedient, if they would possess the needed scholarship. A boy cannot now get employment without a proper certificate. In other words, neither the boy nor his parents can ignore the school.

In this movement New York state takes the lead. It should be followed by all the other states.

An Edward R. Shaw Scholarship.

The graduates and students of the New York University School of Pedagogy have established a scholarship as a memorial to the late Dr. Edward R. Shaw, who was one of the founders and for several years the dean of the school. The committee having the matter in hand have delivered to the university the sum of two thousand dollars. The interest of this amount is to be applied in scholarships for students in the school, who reside within the metropolitan district, who have been students for at least one year, and who have shown special pedagogical ability.

In the Philippines.

The reports from educational correspondents in the Philippine islands often show strikingly opposite views as to the results of the work being done in our new possessions. According to a recent letter the superintendent of education has made personal visits to the more remote parts of the island. The purpose has been to redistribute the teaching force so as to give more teaching where it is appreciated and less in some provinces where the schools have not been well attended. In certain provinces the interest taken in the schools has been so slight that they have been closed entirely.

The trade schools have been most successful and this feature of the work is to be pushed. Some of the results of the wood and iron working classes are said to be promised for the St. Louis exposition. But we are warned that the exhibits sent to St. Louis are not a fair representation of the work done by the Filipinos. The teachers are said to be disgusted with the way in which work has been faked up to give a good impression of the pupils' capabilities. Very primitive wood work is being taught, and iron work a little more advanced; the English language, a little geography, a smattering of history, arithmetic as far as the conversion of integral and decimal fractions, and a little drawing comprise the course of study.

In a recent address Pres. Charles F. Thwing, of Western Reserve university, spoke of two dangers that assail an institution of learning. He said:

One peril is that it shall devote itself too exclusively to research. The discovery and the exposition of truth are, of course, of the utmost significance. But the man who is devoted only to search for truth is not a teacher.

The opposite peril is that its members shall be teachers only. They make no attempt to enter new fields of truth. They are concerned only with the use of truth already known as a means of forming intellectual and other character. This purpose and method is, of course, most noble. But the teacher who is content year by year and decade by decade to deliver the same message, altho to a different body of students, loses largeness, vitality, and a worthy sense of impressiveness. The worthy college and university avoids both these perils and seeks both advantages.

Prof. George E. Hale, director of the Yerkes observatory, has been awarded a gold medal by the Royal Astronomical Society of London. The invention of the spectro-hoeograph is the special service to science for which the award was made.



A Roman School.—Wall Painting from Herculaneum.

Letters.

Royalties of Text-Book Authors.

I have read with the greatest interest the discussions now raging in New York city over the question of authors' royalties upon text-books used in the local schools. There are certain aspects of the matter that have not yet been touched upon; but they are so vital to the issue that I venture to ask your attention to them.

Authorship is not business but labor. Moreover, it is labor that is paid for by only two methods: viz., cash upon delivery of manuscripts and proofs, or royalties upon the sales of books. And further, authorship is a labor that involves expense for materials, without respect to food, shelter, clothes, etc., in the meantime while the work is being done. Of course, publishing houses like to say that the author is getting his living out of the school position that he occupies and does not need to make much out of his books. But the fact is that, merely to take time to make books, involves extra expenses. The man who works ten or twelve hours a day on school affairs, and then puts in some three or four hours more on work for publishers, cannot take time for small economies.

The two methods of paying authors result in practice as follows:—The cash payment is underpayment. I have known many cases where, with the work fully done, the text-book author had not made ten cents an hour. The royalty payment is always less than the rumor of its amount. To illustrate: A sale of 10,000 books at 25 cents each net, on five per cent. royalty, apparently gives \$125, but with exchanges out, the author is not likely to get \$100. The royalty payment makes the successful book profitable to the author, and expensive to the house. There is, consequently, a strong tendency on the part of publishers, to get books written for "cash." At the price of \$1 or \$2 per page, a book costs, at most, for authorship, only a few hundred dollars, which at 10 per cent. interest per annum is a mere trifle, compared with possible royalties.

Now, the upset of all this is, that publishers are usually glad when the school laws forbid the use, in schools, of any books in which the teachers are in any way profitably interested. The result is, apparently, to force all authors to sell their rights for cash, that is, to discount their hopes. On this basis, with even less royalties to be secured than now, less of the competent schoolmasters and school mistresses will care to make books. This, temporarily, would benefit most publishers, but it would seriously retard the progress of the art of text-book making.

No doubt, the publishers would gradually be forced into paying higher cash prices, but they never would pay high enough prices to induce many able men and women to spend their evenings and holidays and vacations, year in and year out, making books. Level-headed men will not be as eager to work for even a thousand dollars down as for the hope of several hundred dollars income a year from royalties.

Finally, the proposed drastic legislation is bound to hurt the profession. There are even now no prizes in it. The New York city superintendent at \$3,000 a year and the United States commissioner at \$3,000 are not "making money." They are grossly underpaid. Even with their book-earnings they cannot secure the incomes of New York city, or Washington city, bank cashiers, not to mention the bank presidents.

The legislation that prevents towns and cities from using the books written by their own experts means simply the dis-

couragement of all experts. It is a drive at the profession. It is an attack, under the guise of reform, upon the highest kind of labor, that of the brain. No school-master expects or desires to acquire wealth; if he turn his eyes thither, he soon removes his feet from the educational field, which is, comparatively speaking, the field of the poor.

I have no doubt that a bill will pass the New York legislature compelling authors to sell their royalties. New Jersey now has a law even more drastic than that proposed in New York. The outcome will finally be thruout the United States to force authors into the class of the proletariat, which will be decidedly interesting.

W. E. CHANCELLOR.

A Whistler Exhibit.

They do some things well in Massachusetts, and one of the Boston organizations that does things well is the Copley Society. Its Whistler memorial exhibition, which opened February 23, is likely to be, in many respects, the most important art event of the American season. Boston has, in fact, succeeded in getting an art exhibition which New York, London, or Paris would have been very glad to have—one upon which the Whistler estate has set the special seal of its approval by contributing pictures and drawings from the deceased artist's studio which have never before been seen by the public. The entire list of contributors is an exceedingly impressive one, and it is highly improbable that such a gathering of Mr. Whistler's works will ever again be brought together.

The number of the master's most important works—practically all those owned in this country and many from Europe—that have been consigned to Boston for the occasion is thoroughly impressive. In particular that enthusiastic collector, Mr. Charles L. Freer, of Detroit, has put at the disposal of the Copley Society his entire collection, which includes the "Princess of the Land of Porcelain," "The Little Red Glove," "The Ivory Colored Dress," "Battersea Reach," "Blue and Silver Nocturne," "The Parasol," "Phryne," and many besides. The other leading American collectors of Whistler's work, such as Mr. Howard Mansfield, Mr. Henry H. Benedict, Henry O. Havemeyer, and Mr. Richard A. Canfield, of New York; Mr. Alexander J. Cassatt, Mr. P. A. B. Widner, and Mr. John G. Johnson, of Philadelphia; Mrs. John L. Gardner, Mrs. Montgomery Sears, and Mr. Denman Ross, of Boston; Mr. Alfred A. Pope, of Farmington, Conn., and Mrs. Potter Palmer, Chicago, have been equally generous with their treasures. Leading institutions, furthermore, such as the Chicago Art Institute, the Carnegie Institute of Fine Arts, Pittsburg, and the Boston Museum of Fine Arts, have loaned whatever Whistlers they possess.

Then, most important of all, Miss Rosalind Birnie-Philip, of Chelsea, England, Whistler's adopted heir, contributes the portrait of the artist by himself, and a number of other very remarkable works. Mr. George W. Vanderbilt, of Paris, has also contributed, and Mr. T. R. Way, of London.

Of course opinions still differ as to the final place which Whistler will take among the world's artists. A small circle of enthusiasts, as Mr. Ernest F. Fenollosa has recently said, "Look up to Mr. Whistler as the greatest artist of all time, and rank him as a portrait painter ahead of Velasquez and Rembrandt." On the other hand, many critics are less extravagant in their praises. But of this there can be no doubt, that the best opportunity ever offered to judge this artist by the entirety of his production has been afforded by the energetic management of the Copley Society.

Boston.

F. W. C.

"Better out than in"—that humor that you notice. To be sure it's out and all out, take Hood's Sarsaparilla.

Memory Test of Students.

THE SCHOOL JOURNAL published some time ago an altogether excellent portfolio of ten "Eminent American Educators," in size about ten by twelve inches. Quite recently I hung the ten portraits in a conspicuous place in the lecture room, which I use for history of education and genetic psychology at the Westfield normal school. The portraits were hung in a row in the following order: Horace Mann, Henry Barnard, William T. Harris, Francis W. Parker, G. Stanley Hall, William James, John Dewey, Nicholas Murray Butler, F. Louis Soldan, and Charles W. Eliot.

At the end of a week I called the attention of my classes—ninety-two students—to the portraits. Only five of the portraits were recognized. These were Mann, Barnard, Harris, Hall, and Eliot. It should be stated that a large portrait of Mann hangs on the wall in the assembly hall of the normal school, and that there are two large portraits of Barnard in the school—one in the library and one in my own lecture room. A number of the students had seen Hall and Eliot, and had heard them speak. The names of the portraits—to except Soldan—were known to most of the students. Mann's name was best known to the ninety-two students, and the others best known were in the following order: Hall, James, Barnard, Eliot, Harris, Butler, Dewey, and Parker. None of the students recognized the name of Soldan, and a comparatively small number the name of Parker. After this recognition test I devoted a little time to the careers of each of these educators and to the place they occupied in the history of American education.

A week later—and nothing in the meanwhile had been said about the portraits altho they had remained hanging in my lecture-room—I provided each of my students with a sheet of paper as they came to my room for class work and asked that each portrait be identified, numbers having been written under each portrait. The results of the ninety-two papers were as follows: Mann, 80; Eliot, 68; Barnard, 56; Hall, 52; Dewey, 50; Harris 41; James, 41; Butler, 36; Parker, 30; and Soldan, 27. It should be remembered that first and last words in lists are always easiest recalled. This, I think, to a degree at least, explains the memory for Mann and Eliot, for it will be recalled that Eliot appeared fifth in the list of names recognized. Barnard's name, coming second, was easy to remember, and the same should have been true of Soldan's name, but the unfamiliarity in the recognition test I think explains this deviation. At the close of the test I devoted a little time again to identifying the portraits and in accompanying my explanations with information of a biographical and critical character.

The portraits remained hanging on the wall and in the same order. A week later I gave a second recall test with paper as before. The ninety-two students recognized the portraits as follows: Mann, 91; Eliot, 85; Barnard, 85; Dewey, 70; Harris, 67; Hall, 65; James, 64; Soldan, 56; Butler, 55; and Parker, 53. In the first recall test there was a gross of 52 per cent., and in the second recall test 75 per cent. The repetition apparently had strengthened the gross memory result twenty-three per cent. The greatest gain, as will be noted, came in the names appearing second and ninth on the list—Barnard and Soldan. After the first and last words of a list, those next to the first and last are customarily best remembered. The middle names of a list are usually the most difficult to remember; and this fact is apparent in my test. For it will be noted that both Hall and James occupied high places in the name recognition test and relatively low places in the recall tests. The second repetition, it should be observed, aided more the middle names of the series, excepting, of course, the gains above noted, than the first repetition.

WILL S. MONROE.

State Normal School, Westfield, Mass.

Figures of Commerce.

The growth of the foreign commerce of the United States from 1893 to 1903 reveals some interesting facts. The department of commerce and labor presents the imports and exports from 1893 to 1903, thus bringing the figures down to the very latest date possible. These figures show that the exports from the United States to Europe have grown during the period named from \$680,000,000, speaking in round terms, to \$1,087,000,000 or 60 per cent.; those to North America, from \$125,000,000 to \$227,000,000, or 81 per cent.; to South America, from \$34,000,000 to \$46,000,000, or 35 per cent.; to Asia and Oceania, from \$31,000,000 to \$92,000,000, or 197 per cent.; and to Africa from practically \$5,000,000 to \$31,000,000, or 489 per cent.; while the growth in total exports has been from \$876,000,000 in 1893 to \$1,484,000,000 in 1903, or 69 per cent.

It is proper to add that the figures of exports to Asia and Oceania are slightly misleading, in view of the fact that shipments from the United States to Hawaii, which in 1893 were classed as exports, are not so included at the present time, because of the fact that Hawaii is now a customs district of the United States and the shipments to Hawaii are no longer included in the table of exports to foreign countries. If the shipments to Hawaii in 1903 were included, the total exports from the United States to Asia and Oceania would be \$104,000,000 in 1903, instead of \$92,000,000, thus making the real percentage of increase to Asia and Oceania 235 per cent.

On the import side, imports into the United States from Europe show a growth from \$392,000,000 in 1893 to \$528,000,000 in 1903, or 35 per cent.; from North America, from \$171,000,000 to \$182,000,000, or 7 per cent.; from South America, from \$103,000,000 to \$113,000,000, or 9 per cent.; from Asia and Oceania, from \$102,000,000 to \$161,000,000, or 58 per cent., and from Africa, from \$4,000,000 to \$11,000,000, or 175 per cent.; while the total imports show a growth from \$776,000,000 in 1893 to \$995,000,000 in 1903, or 28 per cent. of increase.

In a word, it may be said that our exports to Europe have increased about 60 per cent. from 1893 to 1903; those to North America, 81 per cent.; to South America, 33 per cent.; to Asia and Oceania, 197 per cent., and to Africa, 434 per cent.; while the percentage of gain in total exports is 69 per cent. In imports the percentage of growth has been, from Europe, 35 per cent.; from North America, 7 per cent.; from South America, 9 per cent.; from Asia and Oceania, 58 per cent., and from Africa, 175 per cent.; while in the total imports the percentage of increase is 28 per cent.

The actual increase in the exportations of the United States during the period was, to Europe, \$407,433,490; to North America, \$102,038,359; to South America, \$12,034,810; to Asia and Oceania, \$61,697,824, and to Africa, \$25,368,731, and to all countries, \$608,573,214. In importations the increase from 1893 to 1903 was, from Europe, \$135,717,008; from North America, \$11,140,179; from South America, \$9,720,272; from Asia and Oceania, \$58,728,363, and from Africa, \$3,892,419; while the total increase in imports during the period was \$219,198,251.

Among the most strongly marked instances of growth in our commerce, and especially in the exports, is that of Canada. In 1893 the total exports to the Dominion of Canada amounted to \$57,121,178; in 1898, at the middle of the period, they were \$90,388,065; in 1903 they were \$131,452,562. This makes the percentage of increase since 1893 in our exports to Canada 131 per cent. In imports from Canada the growth was from \$34,492,332 in 1893 to \$53,291,860 in 1903, an increase of 54 per cent. To Mexico the growth in our exports was from \$16,551,255 in 1893 to \$43,510,337 in 1903, an increase of 163 per cent. In imports the growth was from \$32,372,998 in 1893 to \$41,291,752 in 1903, an increase of 27 per cent.

Achievements of 1903.

The achievements of brain during 1903 were many and important, as were the achievements of brawn. The first have, as is the custom of the present generation, been passed over with few words, while the latter have been the talk of the multitudes. Perhaps the greatest record made on the field of brains was the discovery of radium by M. and Mme. Curie of Paris. The finding of a new element, which is likely to revolutionize chemistry and medicine, is certainly an epoch-making event. Along with this may be ranked the successful experiments which have been made during the year in the grafting of skin, even the skin of frogs and other animals, upon the human body to prolong life.

Marked progress was made in the twelvemonth in the conquest of the air. In this work Santos Dumont, the Brazilian, and Stanley Spencer, of London, have done much, but the Lebaudy brothers, in Paris, and Dr. Greth, in San Francisco, have done more. In May, the Lebaudys made two successful ascents, keeping their vessel under perfect control, and sailing as they wished. In November, they made a second trip, not only repeating their earlier performances, but attaining a speed of twenty-nine miles an hour and covering forty-six miles in an hour and forty-one minutes.

Dr. Greth, of San Francisco, has achieved the most pronounced success in airship building that has yet been recorded in the United States. In October, he sailed over the city, raising and lowering himself at will, changing his course with ease, and remaining in the air for fifty minutes.

In the conquests of speed and distance some wonderful feats were accomplished. Around the world in nine and a half minutes was one of these. On the Fourth of July, President Roosevelt opened the Pacific cable, thereby throwing into operation the final link in the globe-circling wires that are controlled by American interests.

All other speed records pale before the work done over the Marienfelde-Zossen experimental line, near Berlin, Germany. The motive power here is electricity, road-bed, rails, trucks, car bodies, trolleys, poles, and the whole arrangement being constructed especially and under government supervision with a view to determining practically what rate of speed may be reached with safety. On the first trial, 111 miles an hour was recorded; on the second, 118, and on the third, 125. At that time experts declared that ninety-three miles an hour on the full run from Berlin to Hamburg was practicable, and predicted a speed of 140 miles an hour on the experimental road. This has not been attained as yet, the maximum being 137½ miles per hour.

Another field of scientific knowledge has been enriched by the success of Captain Scott's expedition in the British ship "Discovery," which has gone beyond the "farthest south" set by Borchgrevink in March, 1900, pushing on to eighty degrees seventeen minutes. This means considerably more than 100 miles nearer the South Pole than has ever before been traveled by man so far as records show. But it means much more than this, in that geography has been enriched with the first definite knowledge that the greater part of the Antarctic region is a vast continent.

In astronomy, 1903 must record the discovery of eleven new stars, one of them of the eighth magnitude. The Yerkes observatory and Oxford observatory share the latter honor, the discovery being made at practically the same moment by Professor Turner, of Oxford, and Professor Hale, of Yerkes. All of the smaller stars—ten, of double magnitude—were found by Professor Hussey, of the Lick observatory, while working in New South Wales.

A carefully worked-out and very valuable report of conditions with regard to penmanship, vertical and slant, in Massachusetts, prepared by Superintendent Keyes, of Lee, Mass., will be published in THE SCHOOL JOURNAL next week.

Notes of New Books.

The Faerie Queene, by Edmund Spenser, is one of the volumes of the Astor Edition of Poets, which contains upwards of ninety volumes of the best poetical literature. This text follows the original spelling, making the single change of substituting modern type. A glossary of obsolete words and phrases at the back of the book supplies all needed interpretation to the otherwise unaided reader. The language of Spenser presents few difficulties to the student of Chaucer, and the student of Shakespeare is not greatly baffled by it. The general reader is sometimes puzzled and may, perhaps, have to use the glossary more than is consistent with thoro enjoyment of the poetry. But these drawbacks diminish the more one reads, and are, after all, not very serious. There is an introduction by William P. Trent, professor in Columbia university, and a biography by J. Walker McSpadden. (T. Y. Crowell & Company, New York. Price, \$0.60.)

The Story Book House is a book written upon a novel and pleasing plan. Its author is Honor Walsh. He writes of an old Virginia household, where stories are told around the hearthstone by young and old. A score of stories are set in a very clever framework, which is in itself one of the best stories of the series. An unusual variety is one of the excellencies of the collection. There are fairy tales, animal stories, fables, Irish ghost stories, dialect stories and romances. Oliver Goldsmith figures as the hero of several tales, and French or English history furnish the material for others. The humorous sketches of the Old South add an element of color. The style has very uncommon beauty, and the handling of plot shows the ease and mastery of the born story-teller. The Story-Book House itself is a rambling, delightful old colonial mansion, where successive generations of children grow up in an atmosphere of old-fashioned courtesy, good cheer, and merriment. Boys and girls will revel in this book, and their elders will like it too. (Dana Estes & Company, Boston. Price, \$1.00.)

Poor Boys' Chances, by John Habberton.—Our readers will remember this author as one who has written several humorous works, among them "Helen's Babies." In this book he strikes a more serious vein, tho one that is no less interesting. The youth in a brown study in the frontispiece asking "What shall I be?" gives the keynote of the volume. The author claims that there are more chances for young men to-day than there ever were. He tells about how some twenty Americans became famous. Most of these were poor boys. Among the biographies are those of Franklin, Washington, Hamilton, Girard, Eli Whitney, Jackson, Clay, Peter Cooper, Lincoln, Grant, "Stonewall" Jackson, Edison, and others. (Henry Altemus Company, Philadelphia. Price, \$0.50.)

Sybil is a tale of old school friends, and is a sequel to another popular volume by May Baldwin, the "Plucky Girl." It is a volume that when once taken up is hard to lay down. The series of sketches are joined by a thread of travel so that many characters are introduced; and thus a good deal of information is conveyed. The characters are well analyzed and described and thus a more than usually interesting value on the theme chosen is produced. We greatly admire the inventive power of the authoress at times; it is not always kept up to the keynote, it is true, but that may be said even of Shakespeare. (J. B. Lippincott Company.)

It was said by a well known authoress, "I do not let one of McCutcheon's books escape me." This indicates the popularity of this writer; in the libraries his works are sought at once. *The Sherrods* is a simple title, but the author contrives to interest us at once in two lovers, one is Justine, the heroine, who soon marries Jud Sherrod; but some one else wants her (this is always the way) and so a series of incidents begin that compels one to read on and on. Mr. McCutcheon's forte lies in portraying common incidents in a natural yet most interesting manner. He is so sure of himself that he does not fear to marry the heroine off at the very outset. (Dodd, Mead & Company. Price, \$1.50.)

Dennis Fogarty has a green cloth cover (we mean the book) and strikes one as exceedingly odd. It is a conversation between the Irish Yutze and his wife Honora, and by Lord Gilhoolley. There are some very good things said but some cases the "values" as the artists say are lost. "Frugality is said to be the daughter of prudence, the sister of temperance, and the parent of integrity; but some carry it so far that it is likewise the mother-in-law of meanness," is a very neat remark indeed and gives one an idea of the acuteness of the writer. (Frederick A. Stokes Company. Price, \$0.50.)

Stella Fregelius, a tale of destiny by H. Rider Haggard, was taken up with zest because quite a space of time has elapsed since the last reading of a volume by this truly wonderful author. It will be of no use to give a synopsis of its contents. Mr. Haggard is an author that must be read—like

Kipling; he has a creative fancy that is of remarkable power. Soon after the reader begins a book by him he feels lifted up above the real things of earth and is not let down again even at its close. Most authors lift one up and let him sag to the earth heavily at times, but not so Mr. Haggard; the wings of his fancy never droop. This book supposes an "aerophone" and describes a voyage in it. He beats Jules Verne and that is saying a great deal. (Longmans, Green & Company.)

The Song at Midnight, by Mary M. Adams, consists of ten odes and ten lyrics. All of these contain a promise of a future for the writer. She has mastered well the form of the verses and is able to put a content in each poem that appeals to the thought. We cannot but remark the ease of the rhyme and the nice selection of words, (Richard G. Badger, Boston. Price, \$1.50.)

How Bessie Kept House, by Amanda M. Douglas.—Hosts of young people know what interesting stories this author can write. The heroine of the leading story is a girl of twelve, who has a healthy curiosity and a liking to have her own way. Bessie's mother went away on a visit and left her to keep house. Then the little girl's troubles began. Everything seemed to go wrong, but in spite of the mishaps she is praised for her housekeeping. There are two other stories in the book, "Laura's Lesson" and "Jessie's Dollar." (Henry Altemus Company, Philadelphia.)

A Hermit's Wild Friends.—This story of a residence for eighteen years in the woods by Mason A. Walton, reminds one of Thoreau, only it surpasses him in minute observation. It is impossible in this brief notice to tell of the interesting features in this book of 300 pages. We think it deserves a place on the shelves of all schools where nature study is undertaken. The raccoon, the red squirrel, the white-footed mouse, the crow, the cow-bird, the honey bee, and several kinds of birds are faithfully portrayed. To know the ways of all these Mr. Walton gave himself up to living where they did, and making observations. He has written down his experiences in a truly delightful way, and has shown us that the wild creatures who were his companions entered into his life and made him happy tho alone. It is a revelation of Nature and will, we suspect, lead many to undertake a similar experience. The handsome illustrations will make the book most suitable as a gift to boys and girls. (Dana Estes & Company.)

Thru the Gates of Old Romance, by W. Jay Mills, with illustrations by John Rae, is one of the most charming books, both as regards material and make-up, that have appeared this year. In it are related some of the romances of famous people when New York and Philadelphia were young. For instance, there are related an unrecorded Philadelphia romance the Franklin family helped to flower, a true picture of the last days of Aaron Burr; the poetic courtship of Philip Freneau, the poet of the Revolution, and beautiful Ellen Forman; Susanna Rawson, of "Charlotte Temple" fame, and her British grenadier, and other love stories of colonial and Revolutionary days. The tales relate mostly to famous people and places. The book is one of the handsomest of the season. (J. B. Lippincott Company, Philadelphia.)

True Blue has twenty-seven chapters of most interesting matter concerning one Willis Hardy. From beginning to end the interest never flags. We have read a number of Mr. Edward S. Ellis's books and think this equals any of them. He is remarkably successful in portraying the life of youth, and there is a good motive actuating his heroes; his readers receive benefit from his pen. (Dana Estes & Co.)

Timely Calling.

How the Pastor Saved a Life.

A man near Fort Gay, W. Va., made an entire failure in getting strength from the kind of food he ate and not knowing that the trouble was with the food kept on losing health until the doctors gave him up to die.

It was supposed to be consumption because he was wasting away steadily and slowly dying. His minister called from time to time and one day brought along a package of Grape-Nuts thinking from what he knew of the famous food that perhaps it might help him. The sick man took to it at once and from that day began to get well. In writing he says:

"I walked to town to-day three miles. Have gained over forty pounds in about two months and my neighbors don't know what to say. I frequently am told it was as if I am raised from the dead. Everybody here knows of my case, you can tell people to write to the Postmaster or Rev. L. D. Bryan. I will make a sworn statement that Grape-Nuts saved my life." Name given by Postum Co., Battle Creek, Mich.

This is another illustration that where all other food fails one can be brought back to health and strength on Grape-Nuts. "There's a reason."

Look in each package for the famous little book, "The Road to Wellville."

The Educational Outlook.

One of the heaviest losers by the Baltimore fire was the Johns Hopkins university. It lost eighty buildings, valued at \$1,800,000 and bringing an annual rental of \$74,000. The insurance will not cover half the amount lost.

Senator Stephens has introduced in the New York legislature a bill amending the constitution, to permit women in cities to vote on all school matters. Women in rural districts at present have the right to vote on matters pertaining to public schools and to hold school offices. This is denied the women in the cities by a constitutional prohibition.

An international congress on hygiene will be held at Nuremberg, Germany, from April 4 to 9. It is organized by the *Deutscher Verein fuer Schulgesundheitspflege*. This society is attempting to improve the hygienic conditions in the German schools.

Northwestern university is to establish an American Institute of Germanics as a part of its college of liberal arts. The purpose is to develop and foster in this country a wider and deeper interest in the results of German scholarship and culture. A special building is contemplated, which will contain a library devoted to the history of German achievement in art, music, science, literature, arms, and law.

The passenger officials of railways east of the Mississippi, representing the Eastern, Central, and New England associations, have agreed upon the following St. Louis Fair traffic rates:

Excursion tickets to St. Louis, from April 25 to the end of the exposition, and good for return till December 15, at eighty per cent. of double the one way west-bound fare.

Sixty-day tickets will be sold from April 25 on thru the continuance of the fair at one and one-third the west-bound fare.

Tickets with return limit of ten days, from territory 350 miles or less from St. Louis, for the west-bound fare plus \$2.

The railroads are also to run day coach excursions, not more than one a week each, without sleepers, to St. Louis and back, to return within ten days to New York, at a single fare of \$20 for the regular lines and \$18 for the lines allowed a differential on regular fares.

W. S. Fitzgerald, of Memphis, Tenn., has been elected principal of the Trenton Tenn., university school.

The office of county superintendent of Hines county, Miss., has been made elective. The Hon. C. S. North, of Raymond, will undoubtedly be the first holder of the office under this system. Mr. North has already held the office for several terms. He is considered one of the most efficient county superintendents in the state.

"Traditions have been the bane of many great colleges," says Dean Harry B. Hutchins, of the law school of the University of Michigan. "They are killing Oxford, making it merely a classical school. No one thinks of going there for technical or scientific instruction. One of the things that has made the University of Michigan great is the absence of such traditions. The founders felt that the traditions which dominated the New England schools should have no place in the newer institution."

The convention of the West Tennessee Teachers' Association, to be held at Huntingdon on April 1 and 2, promises to be the largest educational gathering in years. Among the subjects to be discussed will be: "The Supply and Demand of Trained Teachers;" "County

School Boards;" "The Mission of the County High School;" "The Value of Education for Boys," and "Christian Education." J. L. Brooks, of Jackson, is president of the association, and Miss Maude Moore, of Memphis, is secretary.

At a recent convention of Schuylkill, Pa., county teachers, it was decided to pay more attention to exercises in the use of good English. Supt. R. F. Ditchburn, of Tamaqua, criticised Andrew Carnegie severely for not establishing schools instead of libraries.

At the recent meeting of the Nebraska Schoolmasters' club, Supt. W. H. Gardner spoke on "Agriculture in the Public Schools." The discussion was led by Dr. C. E. Bessey.

The following county superintendents have been appointed in Mississippi: E. L. Grady, Washington; D. M. Quinn, Sunflower; J. W. Henderson, Adams; J. P. Carr, Warren.

The Private Secondary School Association of Pennsylvania met at Philadelphia on Feb. 13. School athletics was the chief topic under discussion. Professionalism and training were denounced, and compulsory, systematic athletic exercises were advocated for addition to the curriculum. Among the speakers were: Dr. W. M. Irvine, principal of Mercersburg academy; Supt. Eugene Baker, of Friends' Central school; Dr. Arthur Tomlinson, principal of Swarthmore Grammar school; and Dr. William H. Klapp, Episcopal academy.

School Bills in Legislature.

Senator Keenan has introduced a bill in the New York legislature amending the banking laws, authorizing the organization of school savings banks in the public schools of the state. The school principals are to collect and deposit sums to the credit of the students.

Senator Dooling has introduced a bill amending the charter of New York city relative to the board of education. It provides that contracts may be made and entered into when ratified by the board of estimate for half fares for children on railways. It authorizes the creation of a special fund to pay for the transportation of the children.

A \$250,000 increase in appropriation for the New York state normal schools has been urged before the legislative committee by representatives of the Association of Collegiate Alumnae. This increase would give each school an additional \$27,000, or a total of \$50,000. In favor of this increase it is stated that the attendance is now double what it was ten years ago and that over ninety per cent. of the graduates are teaching in schools in the state.

Meeting of Physics Teachers.

The Eastern Association of Physics Teachers met in Boston on Feb. 13. During the morning the meeting took the practical form of a visit to the power houses of the Boston Elevated railway, for inspection of the plants and demonstrations of the use of the accelerometer in railway engineering and in teaching motion. In the afternoon the session was held at Simmons college, with Pres. F. M. Gilley, of the Chelsea high school, as presiding officer. Resolutions were adopted regarding the death of James Hattrick Lee, of Milton academy.

George A. Cowen, of the West Roxbury high school, discussed the study and teaching of physics and its relation to the school curriculum. Dr. Henry L. Favour, president of Simmons college, also spoke, his subject being "Teachers of Physics."

Unification Bill Amended.

The unification bill has been amended to meet the claims that it was unconstitutional. The amendments take the form of re-defining the powers of the commissioner of education. The new sections read as follows:

The office of the superintendent of public instruction and the office of secretary of the board of regents shall be abolished—from and after April 1, 1904, and the powers and duties of said officers shall be exercised and performed by the commissioner of education. All of the powers and duties of the board of regents in relation to the supervision of elementary and secondary schools, including all schools except colleges, technical and professional schools, are hereby devolved upon the commissioner of education.

The said commissioner of education shall also act as the executive officer of the board of regents. He shall also have power to appoint deputies and heads of such departments, subject to the approval of the state board of regents. Such heads of departments shall appoint, subject to approval by the commissioner of education, such subordinates in their respective departments as in their judgment shall be necessary.

The commissioner of education for the first year of his incumbency, subject to the approval of the state board of regents, shall fix and determine the salary of all deputies, appointees, and employees within the appropriations made therefor and in accordance with existing laws.

The board of regents of the university shall have power to establish such rules and regulations as are necessary to carry into effect the statutes of this state relating to education and subject to the provisions and limitations of this act, shall also possess all the powers now exercised by the present board of regents. Nothing in this act shall be construed to affect the powers of the board of regents in relation to colleges, universities, professional and technical schools, libraries (other than public school libraries), museums, university extension courses, and similar agencies.

At the present writing the bill has passed the senate and house; despite vigorous opposition on the part of the minority. Its defenders in the senate all claim that it will abolish educational politics.

Schoolmasters of the Highlands.

The Schoolmasters' Club of the Highlands held a meeting at Newburg, N. Y., on Feb. 5 and 6. Chancellor James R. Day, of Syracuse university, was the guest of the club at its banquet, and the principal speaker. He emphasized the dependence of the colleges upon the high schools and the essential unity and harmony of the whole educational system of the state. He criticised recent educational fads and the departures from well tested ideals and methods. He declared that in his opinion no form of instruction makes brains like the old-fashioned method that required the hardest study. Other speakers were Prin. Ulysses F. Axtell, of Tuxedo, N. Y.; Prin. Guy H. Baskerville, of Goshen; President Atkins, of the Kingston board of education; Rev. T. H. Baragwanath, of Newburg, and Pres. James L. Williams, of the Poughkeepsie board of education.

At the Saturday session Supt. James F. Tuthill, of Middletown, read a paper on "Methods in Education." The club indorsed the bills before the legislature imposing a minimum requirement of sanitary and ventilating equipment for all school buildings erected in the future, and pensioning teachers after a number of years' service.

Society of Educational Research

The first annual meeting of the Society of Educational Research was held in New York on Feb. 13. The attendance was good and thoroly representative, the members coming from nine different states. The interest in the meeting was shown by a number of letters from educators from various sections of the country testifying to their appreciation and sympathy with the work which the society is doing.

The retiring president, Supt. A. B. Poland, of Newark, reviewed the progress of the year and paid a hearty tribute to the great work Dr. J. M. Rice has done. Dr. Rice, he said, had shown that the defects of our school systems lie in the teaching power, and during the ensuing year the society would investigate the supervising authorities to show them how to remedy bad conditions. He emphasized the fact that the way to make teachers competent was to insist on their meeting the demand for good teaching.

Mr. Ossian H. Lang, in reading his report as secretary and treasurer, declared that the progress of the society during the past year had been most encouraging. The membership included state, county, and city superintendents, normal, high and private school teachers, and college professors and presidents. He emphasized particularly the fact that business men recognized the practical and business principles involved in the organization much more readily than had the teachers.

Dr. J. M. Rice, editor of the *Forum* and director of the society's investigations, summed up the work of the year. He said in substance:

From the moral side the encouragement has been remarkable. The work has been taken up in Wisconsin under the direction of the state superintendent, and a great many of the members have done research work in their schools, the results of which have opened many eyes. What has the bureau of investigation done? It has been studying the comparative value of methods and has found the true value. Good teaching does not depend upon the method. Our tests have shown that if you put a good method into a poor teacher's hands you will have a poor result. If you put a bad method into a good teacher's hands you will have a good result.

Good school work does not depend upon the system of philosophy followed. A good school comes from the development of the power to teach. That is the whole question, and so the power to supervise schools is the great secret. The supervising principal, then, is the most important factor in the school system.

Now we are not going around asking questions about the present methods of supervision, for we cannot improve schools along the present supervisory lines. Under the present system the superintendent has not the time, nor is it his duty to improve the schools. His duty is to be a general diplomat at the service of everyone. He visits schools semi-occasionally, but he can learn nothing of value. The only thing that can be learned by walking thru a building is the spirit of the school. The only way really to find out what has been accomplished is by studying the concrete results.

We have had, so far, two systems of education. We have got to formulate a third. The first was the old examination system. The keynote was "What can

the teacher do?" This brought the system down to the level of the worst teacher. The keynote of the second system is, "Do as well as you can." The keynote of the third is to be, "Do the best you can."

At once the question arises, "What is the best?" In trying to solve this question by bringing forward facts, we raise education to the position of a science. What we are going to attempt is to do for the superintendent what he cannot do for himself. Under the present conditions the worst school may be in the same town with the best school. We have blamed parents for years because they do not take an intelligent interest in the schools, but how can they take an intelligent interest when neither they nor the superintendents know what a good school is?

There has got to be a revolution and this can be accomplished simply. Let the superintendents make scientific tests, place the records open to the parents, and you will have all the revolution that is needed. They will see that the good school is three years ahead of the bad school; that taking grade for grade, the good school begins where the bad school stops. Our tests have shown that these facts are true even where the teachers have had the same training and experience. What we want is the ability to pick out the bad schools and then the demand will come for better schools.

In every locality there should be established a book of records which should tell everything about the school work, so that the superintendent may know how all the schools stand. The work of the Society for Educational Research is to be the development of standards in in each subject of study. We are to show what the best work that can be done in each grade is. Then the individual can compare the results from his tests and can tell how his work stands, whether it is good, bad, or indifferent.

Professor Thorndike of Teachers college discussed the possibility of applying exact methods of examination to the vaguer subjects of the course of study like geography. He said in part:

Every year we expend a large amount of money in publishing our expenditure in educational affairs for the preceding year. But no report shows whether any single person in the school system is better or knows more as a result of the year's expenditure. If we cannot measure, we cannot know. We all measure results in vague subjects, perhaps unconsciously, but we do it vaguely and crudely. Now it is possible to measure results in geography just as accurately as in arithmetic. All that is needed is to get a satisfactory measure.

We must measure related knowledge, —that is, we should use thought questions. Then, our measure must be such that it can be employed by any one. The test should be general rather than peculiar. It should not be of any one type as given particularly to descriptive, physical, or commercial geography, but should include all three. Then the measure should be such that it would be easy to correct and score the tests. Mental effort on the part of the corrector should be reduced to a minimum. After the corrections have been made perhaps a scale of papers would have to be used. At any rate by the relations after positions have been assigned to all papers, the whole set can be compared accurately with any other set. Thus the vaguer subjects can be measured, and I feel sure that there will be a greater disparity between schools in the vague subjects than in subjects such as spelling and arithmetic.

Considerable discussion was aroused over Dr. Rice's remark that the superintendent's office should be in the future a "statistical laboratory." Among the speakers were Dr. Poland, Mr. O. H.

Lang, Supt. R. Spaulding, of Montclair, Dr. Richard Boone, ex-superintendent of the Cincinnati schools, and President Chase, of Bates college.

Dr. Rice was made the permanent director of the association and suitable resolutions were adopted in appreciation of his investigations and valuable work during 1903. The following officers were elected: Pres., William McAndrew, New York; Vice-Pres., Supt. D. H. Elson, Grand Rapids, Mich.; Sec. and Treas., Ossian H. Lang; Exec. Com.: Supt. A. B. Poland, of Newark; Supt. Charles W. Deane, of Bridgeport; Prin. O. P. Cornman, of Philadelphia; Supt. Henry Snyder, of Jersey City, and Supt. R. Spaulding, of Montclair, N. J., for one, two, three, four, and five years respectively.

School of Geography.

As announced in these columns some time since, the unique School of Geography instituted at Cornell university last summer is to be continued this year. The work is broadly planned, so that both fact and method are scientifically presented, and the needs of even the most elementary geography teaching are considered. Work of this kind has not been presented previously at a summer session. The methods, too, of instruction in geology, physiography, and geography have so advanced in the past few years that teachers feel the need of further study. This is especially felt in connection with the growing call for instruction in laboratory and field. As a result the experimental school of 1903 was a great success. Seventeen different states were represented in this course.

The connection of the school with Cornell renders its field of work much broader than it could be otherwise. The libraries, laboratories, and collections of the university are all rich in equipment for study or illustration. The university is located in the country, where there are ample opportunities for field work.

The faculty of the school contains men who stand out prominently in the educational world, and are at the same time recognized authorities in the subjects which they teach. Among them are: Prof. R. S. Tarr, of Cornell; Prof. A. P. Brigham, of Colgate university; Dr. Charles A. McMurry, of the Northern Illinois normal school, De Kalb, Ill.; Prin. Philip Emerson, Cobbet school, Lynn, Mass.; Frank Carney, assistant principal of the Ithaca high school, and Ray H. Whitbeck, New Jersey State normal school, Trenton N. J.

The Chicago Principals.

The Chicago Principals' Association have increased the number of members of its committee on amicable relations between the principals and janitors and engineers. The latter have taken the position that the principals should not interfere with them. The principals want clean and properly heated schools and they believe that there should be some centralized authority in each building.

The association has adopted a resolution favoring the expenditure of \$2,000 a year by the N. E. A., providing the friends of amended spelling furnish an equal sum each year, for five years, to support the active work of a committee appointed for the purpose of furthering the work of simplifying spelling.

There are those who advocate the treatment of malarial fever without quinine, and while we are not in a position to argue the question, it has often occurred to us that the cases treated with antikamnia in connection with quinine recovered more rapidly than those treated without antikamnia. A five-grain antikamnia tablet every three hours given in connection with quinine will prove this.—Medical Reprints.

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Educational New England.

Supt. G. A. Stuart, of New Britain, Conn., says that there is a scarcity of good teachers. He gives two reasons for this state of affairs: That more teachers are getting married; and that the demand for thoro training among teachers is greater. There is, he believes, a growing demand in schools for teachers who have had experience and training. He says that there are plenty of inexperienced teachers, but there is less inclination to take them into the school systems.

The Chelsea, Mass., teachers have experienced some difficulty in getting the money due them. The school committee desired that they be paid in ten equal payments during the year. Mayor Willard wanted twelve. All payments were held up by this controversy, but the mayor finally instructed the city treasurer to pay the teachers, which means the establishment of the twelve payment system.

City Treasurer Clarke, of Providence, R. I., who is the custodian of the Teachers' Retirement fund, has submitted his annual report. This shows a sum on hand of \$50,160. At the present time there are twelve beneficiaries, to whom the sum of \$3,655 has been paid since the fund went into operation. There are now

about fifty teachers eligible for retirement. Because of the fact that there will be an immediate drawing upon the fund many of the teachers believe that this is not adequate to pay one-half the salary on retiring. A movement is on foot to increase the fund to \$100,000.

Shorter School Days.

At the meeting of the Middlesex County Schoolmasters' club, which was held recently in Boston, Charles T. C. Whitcomb, of the Somerville High school, was the principal speaker. He advocated making the school as business-like as possible, so that the children might learn to feel that it is an institution where their presence and close attention to duties was required as much as it would be if they worked for a private corporation. The school, especially the high school, had so many problems to compete with that the situation needed most careful attention.

The school should be closed early in the afternoon on account of the health of both teachers and pupils. Home study should be carefully regulated and limited. Finally, it was highly important that high schools should have lunch counters, directly under the management of the school authorities.

shown every phase of academic, hand, and machine work that finds place in the shops and factories where women are employed.

The board of education, after considerable discussion, passed a resolution endorsing Mayor McClellan's plan for using the city parks as temporary school sites. It was provided, however, that the parks should not be used until every other available site had been secured.

The plan was according to the general sentiment, "feasible but undesirable."

By reorganizing the public schools in the Bronx, Associate Superintendent O'Brien has abolished eighty part-time classes which enrolled 4,000 children. This was done by consolidating higher classes of several schools in one building, leaving the schools from which the upper classes were withdrawn to the lower grades. The upper grades of the schools were seldom fully attended, so by this scheme a great economy in sittings has been brought about.

The twentieth anniversary of the founding of the Hebrew Technical Institute was celebrated on February 12. In connection with the exercises there was an unveiling of a bronze tablet erected by the graduates to the memory of James H. Hoffman, first president of the institution.

The New York City Teachers' Association has passed a resolution condemning Controller Grout's bill concerning textbook royalties. The association has also voted to support the McCabe bill, which provides that service in the city schools be necessary before a teacher is promoted to a supervisory position.

Superintendent Maxwell has received a handsome silver salver in recognition of his services to the Mosely Education commission. It bears an inscription setting forth the object of its presentation.

Corporation Counsel Delaney has announced that the board of education is financially responsible to the Brooklyn teachers who have obtained judgments of \$22,000 against the board. These judgments are for salary due the teachers thru a change in the salary schedule at the time of consolidation.

"It seems plainly deducible," says Mr. Delaney, "that there is no liability,

In and Around New York City.

District Supt. Gustave Straubenmuller will address the Society for the Study of Practical School Problems, on Saturday, February 27, at 2 P. M. in New York university, Washington Square, on "Nature Study in the Curriculum."

The Male Teachers' Association of New York city will hold its last dinner for the year at Shanley's, Broadway and Forty-second street, Saturday evening, March 19. The following are to be the speakers: President Finley, of City College; President Milne, of the Albany Normal college; Dr. Charles B. Gilbert, Dr. Austin B. Fletcher, and Col. Alexander P. Ketchum. Colonel Ketchum is president of the City College club.

The New York City Teachers' Association has been requested to make recommendations to the board of superintendents along the following lines: In

what subjects and in what grades should home study be permitted or required? What limitations should be placed upon the amount of home study in the several subjects and grades? Should written home work be permitted? What should be the daily maximum number of home lessons? What should be the nature of the lessons—new work or review? What preparation should be given in school for study at home?

The Manhattan Trade School for Girls has prepared a complete and comprehensive exhibit for the St. Louis exposition. It covers every kind of work from the needle to foot and electric power machine, and those trades that depend upon expert use of paste or glue. Each department is to be represented at St. Louis by twelve leaf cabinets, made up of forty mounted frames, in which are

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upon the part of the city in reference to any of the judgments under consideration. These judgments are not properly charges against the city, but must be met from funds of the board."

It is stated that this opinion will bring upon the board of education lawsuits amounting to some \$300,000.

Senator Elsberg has introduced the teachers' retirement pension bill for New York city. It increases the retirement fund by adding to it one per cent. of all salaries.

The College of Pharmacy on West Sixty-eighth street has been made a part of Columbia university. Several years ago proposals by the College of Pharmacy to unite with Columbia amounted to nothing. Recently, however, the Columbia authorities have decided that some provision must be made in its educational system for pharmacy. The college will hold a relation to Columbia similar to that now held by Barnard and Teachers college.

The report of Controller Grout on the pension fund for last year is as follows:
Balance December 31, 1902, \$806,668.36.

Receipts from January 1, 1903, to December 31, 1903: Amount deducted for absence less amount refunded for absence, excused, or canceled, \$160,644.89; excise, 1902, \$265,917.78; excise transfer from 1903, \$100,000; interest on deposits, \$18,221.94; interest on investments, \$23,084.83; donation, \$300. Total receipts, \$568,169.44.

Disbursements from January 1, 1903, to December 31, 1903. Retirement payroll less amount of unclaimed annuities, \$410,462.

Balance December 31, 1903, \$964,375.80.

Phases of Athletics.

"Some Important Phases of the Subject of Athletics," occupied the attention of the February meeting of the Schoolmasters' Association of New York and Vicinity. Wilson Farrand, of the Newark, N. J., academy, and Benjamin H. Campbell, of the Columbia Grammar school, New York, discussed the effect of the midweek games on studies. They thought that such games should be abolished on the ground that they were fatiguing and the participants usually required the following day to recuperate. Virgil Prettyman, of the Horace Mann school, and Harold E. Buttrick, of the Brooklyn Boys' high school, spoke on the responsibility for clean athletics. They placed this responsibility squarely on the principals' shoulders. John T. MacVickar, of the Montclair, N. J., Military school, contended that the regular teachers should instruct the pupils in physical training and coach their athletes. Frank E. Edgell, of the Erasmus Hall high school, and Robert W. Fuller, of the De Witt Clinton high school, advocated a rule that all school athletic games be free to the public.

The association appointed Dr. L. H. Gulick, of New York, Virgil Prettyman, of the Horace Mann school, and Principal Evans, of the East Orange, N. J., high school, to make recommendations on the subject of athletics.

Disbursements Criticised.

The third report of Controller Grout criticising the board of education deals with disbursements. It alleges that not only has there been wastefulness in furnishing supplies, but actual manipulation of printing work in order to swell the charges and profits of the official printers.

In printing the minutes of the board the controller's expert says that padding and "slugging nearly doubled the bill."

Double leading and tabulation have increased the total expense for printing. In the list of supplies furnished the De Witt Clinton high school, the expert states that unusually large amounts of some supplies, even more than were necessary, were ordered and received.

In this connection the report says: With a total scholarship of approximately 2,500, it would seem that 80,500 admission and discharge tickets ought to be sufficient for years to come. The liberal supply of 45,500 recitation cards is equaled by the orders for 30,000 pupils' receipts for books. The extensive correspondence of the school apparently called for 25,000 letter heads and 23,500 note heads, with envelopes, and 7,850 postal cards. Various blanks used were also ordered on the same liberal scale.

Further along is the following interesting statement: It appears that the board is a firm believer in the use of printer's ink, and distributes its documents in some directions with great prodigality. A member of one of the local school boards states that she has received seven pounds of printed matter from the board of education since September 1, 1903; that as she has no authority as an official of the department, she protests that this avalanche of reports and other school literature is of absolutely no use to her and is a sheer waste of money.

City College Alumni.

The Alumni Association of City College listened to speeches by President Finley, Chancellor MacCracken, and City Superintendent Maxwell at its annual dinner on Feb. 13. In addition, Major Charles E. Lydecker, chairman of a committee of the alumni, presented the trustees with an oil portrait of General Webb, former president of the college.

Chancellor MacCracken, who was the first speaker, declared in favor of organizing a society of college presidents in the city of New York. President Finley reported that the college showed no evidence of "academic race suicide." Nevertheless, there was an undue proportion of infant mortality, as shown by the number of students who were dropped from the freshman class early in the year. He publicly bespoke the services, he said, of that most eminent specialist in children's intellectual diseases, William H. Maxwell, to prescribe for this ailment. "The problem," he continued, "whether the secondary school system ought to be extended into the first two years of what is called college work, which is troubling other institutions, no longer troubles us here. Our problem has been settled by the seven years' course of preparation and of distinctly college work, with a division at the end of the third year.

Superintendent Maxwell said:

"The educational system has changed since the free academy was established. The time is ripe for another great change. Only in 1897 were high schools established in Manhattan and the Bronx. It has made a vast change in the entire educational system. I agree with President Finley's wish that the high schools shall not do college work. I hope the time will come soon when City college will occupy the same position as the great Western state universities. There is nothing the public schools need so much as the stimulus of a college institution of such a character."

Recent Deaths.

Lucretia Ward Treat, the pioneer kindergarten teacher, died on Feb. 17. She was principal of the Grand Rapids, Mich., Training School for Kindergarten Teachers, and was widely known as a kindergarten lecturer, writer, and organizer.

Charles Emerson Beecher, professor of paleontology at Yale university, died on Feb. 14. Professor Beecher was graduated from the University of Michigan in 1878, and received the degree of Ph.D., from Yale in 1889. In 1892 he was made professor of historical geology at Yale, and after the death of Professor Marsh became curator of the geological collections and professor of paleontology. His most important contributions to science were to the knowledge of the development and structure of the trilobites and brachiopods.

The Rev. Dr. T. Harwood Pattison, professor of homiletics and pastoral theology at Rochester Theological seminary, died on Feb. 13. He was well known as a writer on religious subjects.

Dr. Carl Swensson, president of Bethany college, at Lindsborg, Kan., died on Feb. 18. Dr. Swensson was one of the foremost Swedes in the United States. He was the founder of Bethany college.

Levi W. Russell, one of the best known educators in Rhode Island, died Feb. 14. He served as principal of the Bridgham school, Providence, for thirty-five years, resigning last June on account of ill health. Mr. Russell was born in Ashburnham, Mass., in 1833. He received his early education in the common schools and began to teach at the age of nineteen. He became principal of a grammar school in Fitchburg, Mass., and later at Watertown, Mass. In 1869 he went to Providence, where he remained up to the time of his death.

Dr. Emile A. DeSchweinitz, chief of the bio-chemic division of the department of agriculture, and dean of the medical department of Columbian university, died Feb. 16. He was educated at the Nazareth Hall, Pa., high school, the Moravian college, of Bethlehem, Pa., the Universities of Virginia, North Carolina, Berlin, and Bittengen. He was a member of the International Applied Chemical and Biological society, the German Chemical society, and nearly all the American scientific societies. At various times he represented the United States at international conferences, and was the author of numerous scientific publications.

The *Scientific American*, in a recent issue, reprints a portion of an address delivered by Professor Davis, of Harvard university, at the annual meeting of the American Association for the Advancement of Science. Professor Davis calls attention to the fact that, while many of our young men are making the study of geology their life work, but few are devoting much time to geography. In a clear and forcible way he shows how this latter science underlies many others and is more comprehensive, and thus, more interesting, than most of those in which specialists are working. Professor Davis is well known as a geologist. He has also written several interesting textbooks on physical geography, published by Ginn & Company, of Boston.

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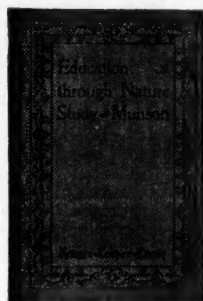
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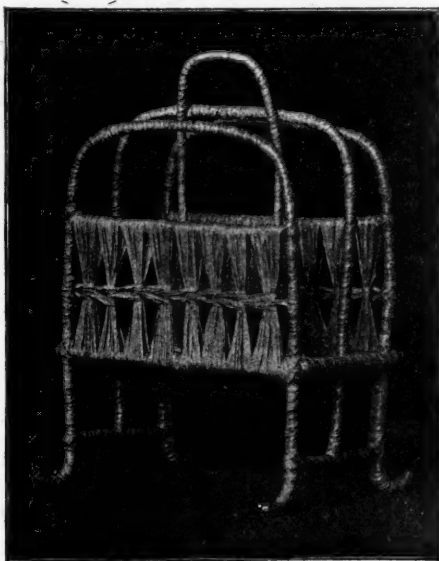
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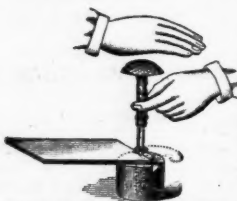
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The World To-Day for February con-
tains some excellent material. Among
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American Desert," by Day Allen Willey;
"The Architecture of the Louisiana Pur-
chase Exposition," by Edward Hale
Brush; "Motor Speeding: the New
American Sport," by E. Ralph Estep;
"Publishing as a Business Career," by
George P. Brett, president of the Mac-
millan Company; "American Caricature
and Public Opinion," by Ingram A. Pyle,
and "The Divorce Situation in Canada,"
by W. S. Harwood.

The illustrated magazine number of
The Outlook for February is pretty
evenly divided between matters of timely
interest and articles of a more general
literary character. Among the articles
are "Men of the Hour in Japan and
Russia;" "Old Time Flowers" by
Maurice Maeterlinck; "The City and the
Bays," by Cora C. Cooley; "Among the
Navahos," by Mr. A. W. Dimock, and
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On account of the extraordinary interest felt just now in the way theaters are constructed the *Architects' and Builders' Magazine* devoted the January number to this subject. Some of the finest theaters on the continent are described. Among these are the New Amsterdam, Lyceum, Hudson, and Lyric theaters, and the Harlem Auditorium, New York city; the Russell, Ottawa, and the Auditorium, Quebec, Canada; the Colonial, Cleveland, and the Grand Opera House, Cincinnati. Besides, there are articles on "Theater Fires" and "New Theater Ordinance for Chicago." The number is highly creditable to Mr. William T. Comstock, of New York, the enterprising publisher of this high-class magazine.

The prose of Cardinal Newman is known as of the greatest literary merit. His poetry is not so well known, but he wrote one poem, "The Dream of Gerontius," which because of its poetic conception, beauty, and simplicity may be called great. It is the expression of the Catholic idea of the future life.

This poem has been brought before the public recently by the setting of the words to music by the famous composer, Edward Elgar. Last year the New York Oratorio society rendered this work, a special performance being given for the teachers in the public schools.

A school edition of the poem has been published by Longmans, Green & Company. This will give an excellent idea of the work. It has been well annotated and edited by Prof. Maurice F. Egan, of the department of English literature at the Catholic University of America.

The Macmillan Company has just published "A Century of Expansion," by Willis Fletcher Johnson. It presents in a logical and consistent history the sequence of causes and effects which have influenced the development of American national institutions and the whole course of national thought and life.

McClure, Phillips & Company are about to issue a third edition of Dr. Charles A. Eastman's auto-biographical story of Indian life, "Indian Boyhood." Since its issue, less than a year ago, it has steadily climbed in popularity, and has held its place continuously as one of the books most in demand at libraries.

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